Jan 2019
FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
SOCIAL STATISTICS
COURSE UNIT OUTLINE 2018/19

SOST10012 Understanding Social Media Data

Semester: 2 Credits: 20

Lecturer(s): Dr. K. Purdam
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Office Hours: Tuesdays 1.30-2.30
Tutors: Ella Guest
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Lectures: Tuesdays 11am-1 pm Roscoe 2.10.
(Except Weeks 3,7,8,9 HBS 2.88)

Tutorials: Thursdays 1pm-2pm HBS 2.88

Mode of assessment:
One compulsory non-assessed essay plan (5% penalty for non-submission).
One two-hour unseen examination, where students write two essays, to be taken at the end of the course worth 100%.

Reading Week: NO READING WEEK IN SEMESTER TWO

Administrator: Melanie Dunn. Email: Melanie.Dunn@manchester.ac.uk
0161 275 3953 - UG Office G.001 Arthur Lewis Building

***IMPORTANT INFORMATION – PLEASE READ***
Formative Essay hand in date: Thursday March 14th
Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 15th May to 5th June
Please note that if you fail to pass this course as a whole, you will be required to resit some or all components of the course in the August resit examination period (19th August 2019 – 30th August 2019)
Contents

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Please read this guide and bring any questions with you to the lecture.
Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme.

Communication:

Students must read their University e-mails and the course unit's Blackboard page regularly, as important course announcements will be communicated in this way.

Please Use the University resource for study skills:

http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/
1. COURSE CONTENT

What can social media data tell us about society and human behaviour? How can such data be used for social research and for tackling intractable social issues? This module will provide an introduction to the theory and practice of using social media data for research and enable the development of transferable research and data skills. Such skills are in demand in the research and consultancy profession across the public and private sectors.

After reviewing the different data types including Facebook and Twitter we consider how to access and analyse such data. This, in part, will include developing the student’s critical data skills, hands-on training and practice analyses on real social media data such as coding Tweets and blogs and using data mining techniques. This will involve the use of on-line software to gather social media data including Tweets for analysis.

By implication, the module will involve the development of research design skills including: hypothesis testing, data analysis and interpretation and report writing. The students will be required to present and discuss their research and analysis to peers who will be asked to critically engage with the research.

In addition, the emphasis on the use of real data to answer questions is designed to engage and enable students to consider using such approaches as part of their own dissertation research later in their degree.

A. Course Aims

The unit aims:

(i). To develop the students understanding of social research methods using social media data such as Facebook, Twitter and Blogs.
(ii). To inform students about research design and ethical issues concerning the use of social media data in research.
(iii). To introduce students to the analytical skills used in collecting and analysing social media data.
(iv). To provide students with a basic training in the use of software for the handling and the analysis of social media data.
(v). To develop students understanding and critical skills in such areas as sampling, sample bias and statistical inference in social research.
(vi). To enable students to develop and write a dissertation research proposal based around using such data should they choose to.

The course will involve: lectures, group work and lab classes. Extensive use will be made of relevant online resources including: UK Data Service, analysis and visualisation tools, and literature resources as well as video and radio recordings. Students will have the opportunity to develop their skills in using the resources of the library to identify research literature relevant to a particular topic, formulate a question and develop an argument based on primary and secondary sources of data. The lecture component will provide a theoretical and methodological framework for learning about how to analyse social media data and quantitative data. Practical sessions will give students hands-on experience in aspects of data analysis and interpretation and using appropriate software for data manipulation. Such skills are highly transferable.

Intended Learning Outcomes
Students will develop:

Knowledge and Understanding: A critical understanding of the evidence and debates regarding the use of social media data for understanding society.

Intellectual Skills: An understanding of good practices in research design, evaluating evidence and data and assessing robustness. Develop critical skills in evaluating data and methods through lectures, lab sessions, group work and independent reading.

Practical Skills: An understanding of social statistics and practical experience of data analysis including using software for social research. Develop skills in evaluating evidence and scientific claims.

Transferable Skills and Personal Qualities: Critical data analysis and evaluation skills. Social statistics and data analysis skills are in high demand in the labour market. The group work will also aid the student in developing their communication and team working skills.

Blackboard resources will be used to enable you to access teaching data.

The lecture component will provide a theoretical and methodological framework for learning about how to understand, access and analyse quantitative data. Practical sessions will give you hands-on experience in aspects of data analysis and interpretation and in using appropriate software for data manipulation.

General Course Readings

Some required readings may be made available electronically via the course website. Other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading suggestions. The following more general textbooks and resources are helpful and recommended:


**Online – Reports, Journals, Video and Radio**

Fake News Inquiry

The Joy of Stats by Hans Rosling
http://www.gapminder.org/videos/the-joy-of-stats/

Big Data Debate British Academy
https://www.youtube.com/watch?v=A3EbOidllo0&t=4s

Oxford Internet Institute
http://www.oii.ox.ac.uk

Centre for Analysis of Social Media
https://demos.co.uk/research-area/casm/

Full Fact

Others


https://demos.co.uk/project/russian-influence-operations-on-twitter/
Journals
Social Media + Society - https://journals.sagepub.com/home/sms
Big Data & Society - https://journals.sagepub.com/home/bds
Policy & Internet - https://onlinelibrary.wiley.com/journal/19442866
Data & Society - https://datasociety.net/

Reports
Government Report Government Social Research - Social Media Research Group
An Update on Our Plans to Restrict Data Access on Facebook | Facebook Newsroom, 4 April (2018)
B. Lectures and Reading List

Overview of Course: Weekly Lecture Topics

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C. Tutorials/Practicals

The one-hour tutorials will be linked to each lecture and based around embedding practical skill learning using tasks and group work. The tutorials provide an opportunity to express your views and hear the views of others and to focus on key reading and issues. The tutorials will form part of the formative assessment for the course where you will present ideas and draft outlines for discussion and feedback. In addition, you will be given the opportunity to write a practice essay and will get feedback on their writing. Feedback will be given during the tutors’ office hours in the last week of the semester.

Lecture Schedule

Lecture 1. An Introduction to Social Media Data and Types

It is argued to be the age of so-called Big Data, which includes social media data such as Twitter, Facebook and blogs. But what does this term mean? What information does it involve? Do we know everything about everyone? What research issues can we explore? Can the evidence be used to inform policy making and service delivery? Do we even need social research?

In this lecture we will examine the changing data landscape and how such data can be used for social research. We look at example data types and how they are being used. We will also consider some of the limitations of the data. We compare more traditional data sources such as the census, administrative data (such as GP records) and survey data (including longitudinal data) with social media data.

Tutorial Task – Data Types and Basic Analysis Skills

Discuss the different types of data identified in the lecture. Please suggest different ways of looking at the patterns in data and how they might be useful for understanding society.

Complete Tutorial 1 - Understanding the Numbers - in pairs. Discuss answers and ideas and feedback. Finally discuss one of the key readings.

Extra Task - Listen to the British Academy debate on Big Data or the talk by Professor Suzy Moat [https://www.youtube.com/watch?v=A3EbOidllo0&t=4s](https://www.youtube.com/watch?v=A3EbOidllo0&t=4s) [https://www.youtube.com/watch?v=eqFtJAZ-BQQ](https://www.youtube.com/watch?v=eqFtJAZ-BQQ)

Key Reading

Kitchin, R. (2014) Big Data, new epistemologies and paradigm shifts. Big Data and Society http://bds.sagepub.com/content/1/1/2053951714528481
The Social Media Election 2017

https://demos.co.uk/project/the-social-media-election/

Lecture 2. How to Analyse Social Media. Basic Statistical Skills for Data Analysis.
What research design and analytical skills do we need to examine the patterns in social media data in particular? What software could we use? A range of new research design and analytical
approaches are being developed. However, to begin with we need to refresh our basic data analysis skills.

In this lecture we develop our understanding of data and refresh our numerical and analytical skills, such as, for example, data coding, counts, %s, bar charts, histograms and scatterplots. We also consider the importance of the population and sampling. What is the data from?

**Tutorial Task – Article Methodology Critique**

Discuss one of the key readings and feedback to class on the methodology used. How did they do it?


http://www.unglobalpulse.org/projects/sanitation-social_media
Van Zoonen, L., Vis, F., and Mihelj, S. (2011) YouTube interactions between agonism, antagonism and dialogue: Video responses to the anti-Islam film Fitna, New Media and Society, 13 Volume 8 pp 1284-1300

Or find a study of your choice. Try the suggested key journals or Google Scholar. 
Extra Task – Read a second article and compare and contrast the methodology, data and ethics. 
Extra Online Data Analysis Task - In your own time teach yourself how to use the online analysis tool Nesstar and conduct some exploratory analysis on variables of interest. See http://nesstar.esds.ac.uk

Lecture 3. Data Skills Practical Session (1) Lab Class – Excel and R Taster Training and Tasks
In this lab-based lecture using a real world dataset we will develop our data analysis skills including: counts, percentages, mean, median and standard deviation. We will also use bar charts, histograms and scatterplots in order to develop our data visualisation skills. The example software will be Excel. We will also have a taster of the statistical software R. Download for free here: https://www.r-project.org
Students will also be able to use online data analysis tools such as NESSTAR. See http://nesstar.esds.ac.uk

Tutorial Task – Tutorial 3 - Data Skills
Complete Tutorial 3 following on from the lecture. Discuss findings in pairs and then feedback to the class.

Extra Task – Spend some time practicing your Excel and R software skills.

Reminder - Extra Online Data Analysis Task. In your own time teach yourself how to use the online analysis tool Nesstar and conduct some exploratory analysis on variables of interest. See http://nesstar.esds.ac.uk

Key Reading
Excel data skills handout
Also, for example, see: http://www.excel-skills.com
Basic Guide to R. See https://www.r-project.org

Additional Reading

On-line Talks
University of Manchester Guides to Excel but also try others on-line
http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/
Software
https://www.r-project.org

Lecture 4. Big Bad Data? What Can You Claim? Sampling and Inference for Social Media Data
In this lecture we focus on big data and on the issue of sampling and what can be generalised from a particular dataset. If we are analysing social media data what do we know about the wider population? What do we know about the population? What limits are there on the availability of the data? How can we get a sample of social media data, e.g. Twitter postings? How do conclusions from analysing such data compare with findings from survey research and qualitative studies? In order to develop our understanding we need to develop our knowledge of different types of samples including random samples and what can be claimed from them.
**Tutorial Task – Social Media Data and Sampling**
Discuss the idea of sampling and random sampling in survey research. Draw on key reading: What is a good sample? Is social media data representative?

**Extra Task –** Visit a Facebook page – list all the demographic information you could find out from the page e.g. age, gender, social class etc. Share and discuss with the class.

**Key Reading**


OII (2017) Did you consider Twitter’s (lack of) representativeness before doing that predictive study? — Oxford Internet Institute [WWW Document], n.d. URL [https://www.oii.ox.ac.uk/blog/did-you-consider-twitter-s-lack-of-representativeness-before-doing-that-predictive-study/](https://www.oii.ox.ac.uk/blog/did-you-consider-twitter-s-lack-of-representativeness-before-doing-that-predictive-study/)

Sloan, L., Morgan, J., Housley, W., Williams, Edwards, M., Burnap, A., Omer, R. (2013) Knowing the Tweeters: Deriving Sociologically Relevant Demographics from Twitter'. *Sociological Research Online* 18 (3) 7 [www.socresonline.org.uk/18/3/7.html](http://www.socresonline.org.uk/18/3/7.html)

**Other Reading**


**Online**
See [https://yougov.co.uk/opi/](https://yougov.co.uk/opi/) and [www.ipsos-mori.com/](http://www.ipsos-mori.com/)


**Lecture 5. Analysing Social Media Data**
In this lecture we will look at basic skills for the analysis of social media data including Twitter, Blogs and Facebook data. How have previous analyses been conducted? We review a series of recent papers and explore the data, the methodology used and the findings claimed.

**Tutorial Task – Case Study Analyses Presentations**
In groups of three present an overview of one of the analyses to the class: What were the research questions? What data and methods were used? How would you have improved on the studies? What other types of data might have been used?

**Case Study Articles**
Seresinhe, C. I., Preis, T. and Moat, H. S. (2016) "Quantifying the link between art and property prices in urban neighbourhoods", Royal Society Open Science, 3, 4, 1-7, 160146
Extra Task - Read a second article and compare and contrast the methodology, data and ethics.
In this lecture we will examine data quality issues in relation to social media data. For example, we will consider the idea of performance in relation to Twitter and blog posting as well as fake and commercially managed Twitter accounts. Can we just use Twitter and blog data? Do we need permission? What ethical issues are raised?

Tutorial Task – Plan Formative Essay
Please focus on the reading from previous lectures and use it to plan out your formative essay. Also begin the Part 2 data exercise. Complete in your own time.

Formative essay task:
Part 1 - ‘Summarise an academic study which has used social media data and comment on its strengths and weaknesses. What ethical issues were raised?’ - (No more than 1 page).
Part 2 - Collate 20 recent Tweets from each of Theresa May’s and Donald Trump’s Twitter accounts. Produce a summary Excel table comparing the Tweets in terms of language and style. How might such data be used for research? Write a 2 page summary including the table.

Deadline 2pm Thursday March 14th via Blackboard.

Writing Essay Tips
Library resources – online tutorials
https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/

Key Reading
See earlier reading relating to essay title

Lecture 7. Practical Session (2) Designing Social Research Using Social Media Data (Lab)
In this group-based class we will identify research questions and propose research designs involving the collection and use of social media data. We will explore the use of different software options for gathering social media data. Draft a one-page outline of the methodology for the case study.

Tutorial
Present your research plan to the class. How will the data be collected? What permissions are required? Discuss and reflect on the proposed research ideas and their strengths and weaknesses.

Email the outline to the lecturer.

Key Reading
See previous reading and example research using social media data.

Reminder: Formative Essay Deadline 2pm Thursday March 14th via Blackboard.

Lecture 8. Practical Session (3) Data Collection (Group Work in Lab)
In this practical class we will put in place the data gathering process for the case study, such as, for example, a sample of Tweets on a particular issue, coding online content or collecting a series of blog posts/on-line discussions.

Tutorial 8 – Pilot Study Data Collection
Use the tutorial time to complete the data collection and email the combined data file to the lecturer once it is completed.

Key Reading
See previous reading and example research using social media data.

Extra Task – Run another analysis using the software and see what Tweets you collect.

Lecture 9. Practical Session (4) Data Analysis (Lab)
In this practical class we will code and analyse the data collected and discuss the interpretation and limitations of the findings. Where possible, findings will be compared with other evidence sources such as administration and survey data.

Tutorial – Data Review
Review the case study. How could it have been done differently? Can policy recommendations be identified from the results? What sort of follow-up study might be needed?

**Extra Task** – Run another analysis using the software and see what Tweets you collect.

**Lecture 10. More Data for Social Research? Module Overview and Assessment**

In this final lecture we will reflect on the use of social media data for social research. We also review the case study and the possibilities for data analysis. We examine issues around data access and linking data. Report writing skills and exam preparation will also be covered and the details of the course exam will also be provided.

**Tutorial – Writing Up Research**

Discussion of what are seen high quality reports, example essays and good essay writing tips e.g. structure, paragraphs and referencing.

**Extra Task** – Review the key words from the course and write definitions. Read and summarise another published study which used social media data.

**Key Reading**


Economic and Social Research Council http://www.esrc.ac.uk/about-esrc/information/research-ethics.aspx


IPCC (2010) Consistent Treatment of Uncertainties on Intergovernmental Panel on Climate Change. USA.


Twitter warns of government 'hacking' http://www.bbc.co.uk/news/business-35089309
Online
Examples of interesting and well-produced reports on-line. See below.
What good examples can you find? Can you identify any good tips and/or weaknesses?

JRF
http://www.jrf.org.uk/publications

IPPR
http://www.ippr.org/publications/2

Centre for Policy Studies
http://www.cps.org.uk/publications/

UK Government Research Reports – See government departments on-line

Further Resources

Additional Reading


Online Resources
http://researchingsocialmedia.org/

Archive http://archive.org/

Big Data Debate British Academy
https://www.youtube.com/watch?v=A3EbOidIllo&t=4s

Collaborative Online Social Media Observatory (COSMOS) (2013) COSMOS: Supporting Empirical Social Scientific Research with a Virtual Research Environment – Project Aims & Objectives [online]
http://www.cs.cf.ac.uk/cosmos/node/11

Office for National Statistics
http://www.ons.gov.uk/ons/index.html

Oxford Internet Institute www.oii.ox.ac.uk/
Oxford e Research Centre www.oerc.ox.ac.uk/

Google Trends www.google.com/trends/

Sentistrength http://sentistrength.wlv.ac.uk/

Webometric Analyst 2.0 http://lexiurl.wlv.ac.uk/

Snapbird http://snapbird.org/

Social Media Collective http://socialmediacollective.org/about/

Tweet Archivist http://www.tweetarchivist.com/

UK Data Service http://ukdataservice.ac.uk/

Text Mining Centre http://www.nactem.ac.uk/

Radical Statistics http://www.radstats.org.uk/

www.straightstatistics.org/

http://www.stats.gla.ac.uk/steps/glossary

http://www.socialresearchmethods.net/

http://digitalmethodsnmi.com/about/

www.unglobalpulse.org/

Research Methods Centre http://www.ncrm.ac.uk/

Methods@Manchester www.methods.manchester.ac.uk/

Sage http://srmo.sagepub.com/

**On-line Talks**

BBC Horizon – The Age of Big Data
http://www.youtube.com/watch?v=CO2mGny6fFs

Professor David Hand on Big Data
http://www.youtube.com/watch?v=jrsq1JoMAKw

Clive Humby Big Data
http://www.youtube.com/watch?v=7jirwllLvCc

Dr. Farida Viz on Social Media
http://talentsearch.ted.com/video/Farida-Vis-Social-media-and-the

Dr. Ralph Schroeder on Big Data
http://www.youtube.com/watch?v=QQbNyAPUEz0

Dr. Suzy Moat and Professor Steve Bishop on New Technology for Social Advancement
http://www.youtube.com/watch?v=lvZ4jXQNKas&feature=youtu.be

http://www.youtube.com/watch?v=lv8L6p_kRAE


The Joy of Stats by Hans Rosling
http://www.gapminder.org/videos/the-joy-of-stats/
D. Assignments and Assessments

Non-Assessed Assignment Details
In order to provide you with some early feedback you will be asked to write a short practice essay. This essay does not contribute to your final mark but a 5 mark penalty will be deducted for non-submission.
Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course to date.

Essay Submission
Essays must be typed and double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial).
Essays should be submitted online via Blackboard by 2pm on the deadline day unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.
Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances
Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/

Examination Details
This course is assessed by a two-hour examination in which you will be required to answer two questions from a selection of up to ten. The questions are split into two sections, which cover the materials covered in the course. One question must be answered from each section.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.
Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.
3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this).
- Written formative feedback will be given on your non-assessed assignment and made available via the course tutor.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.
- Exam revision tips will be given

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.
4. YOUR COMMITMENT

Study Schedule
Each 20-credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20-credit course.

Tutorial Preparation
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible. This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs. You can also listen to lectures again.

Email and Blackboard
Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List, which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at:
http://libassets.manchester.ac.uk/mle/avoiding-plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:
http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, Citing it right, at:
http://libassets.manchester.ac.uk/mle/introducing-referencing/
6. ASSESSMENT CRITERIA

See Blackboard
7. ESSAY TIPS & READING STRATEGIES

WRITING TIPS

Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you’re having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don’t expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

**Planning.** Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don’t necessarily have to stick with your plan, but if going off the plan consider why you’re doing so, and whether the material you are adding remains relevant.

**Structure and focus.** The point of planning is to end up with a well-structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

**Topic sentences.** One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one ‘topic sentence’ for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

**Critical engagement.** ‘Critical’ in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature. However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material
to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

**Quoting and Referencing.** Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you’ve made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library’s online resources.)

**Beware plagiarism.** Plagiarism is: “any unreferenced use of the material of other people, from whatever media it is taken” (School Regulations, see also the University guidance on plagiarism). Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

- Try to express ideas in your own words, including a full reference if the ideas come directly from others’ work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
- Always use quotation marks and a full reference to the source if using other people’s words.
- Start your work early.
- Most important: think for yourself!
READING STRATEGIES AND TIPS

**Tips for reading effectively**
It’s a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.
Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for ‘login via your institution’ or ‘shibboleth login’ when you get to the journal’s website you should be able to access anything the library subscribes to with your usual IT username and password.
Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials.
When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

**Strategies for finding further readings**
The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. **Use textbooks.** Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you'll need to use other strategies to find more focused readings.

Some very general, introductory textbooks are in the reading list for lecture 1.
2. **Use bibliographies.** When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that's what they're there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work. Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. **Use databases.** When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you’ve given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay.

The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching, potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves. ([http://www.library.manchester.ac.uk/searchresources/librarysearch/#](http://www.library.manchester.ac.uk/searchresources/librarysearch/#))

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries. ([http://scholar.google.co.uk](http://scholar.google.co.uk))

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.
SOCIAL STATISTICS COURSE UNIT GUIDE 2018-19

SOST10021 Unequal Societies
Semester: 1
Credits: 20
Lecturer: Y. Farooq Teaching Assistant: Jo Biglin

Contents

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11. Assessment Criteria
12. Essay Tips & Reading Strategies

Please read this guide and bring any questions with you to the lecture.
Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:
http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/
If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts

Lecturers and Tutor: Y. Farooq and Jo Biglin
Room: Humanities Bridgeford Street
Telephone: Ext.
Email: ghazala.farooq@manchester.ac.uk
                josephine.biglin@postgrad.manchester.ac.uk

Office Hours: Tuesday 2-3pm
              Thursday 3-4pm

Administrator: Melanie Dunn
UG Office G.001 Arthur Lewis Building; (0161) 275 1297; Email Melanie.Dunn@manchester.ac.uk

Times and Dates

Lectures and Tutorials
  Lectures – Thursdays 12pm-2pm. Samuel Alexander A113 (Weeks 7 and 9 Williamson 3.59)
  Tutorials – Fridays 11-12pm HBS Room 2.2

Reading week: 29th October 2018 – 2nd November 2018
Assessed Coursework
  [Online submission] See further details below.
Submission:
Examination Period: 14th January 2019 – 25th January 2019
Resit Examination Period: 19th August 2019 – 30th August 2019

Assignments and Assessments

• One compulsory non-assessed essay plan (5% penalty for non-submission)
• One two-hour unseen examination, where students write two essays, to be taken at the end of the course worth 100%.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Why are certain types of people happier than others? Why do certain types of people live longer than others? How do we measure and explain the differences? This module focuses on the issues of health, well-being and happiness in the UK and globally. It will provide an introduction to accessing and using quantitative data and evidence. Such skills are in demand in the research and consultancy profession across the public and private sectors. After reviewing different data types we consider how to access and analyse such data. This in part will include developing your critical data skills and will involve hands-on training and practice analyses of social survey data using online interfaces such as NESSTAR (http://nesstar.esds.ac.uk) and software such as Excel and SPSS. The emphasis on the use of real data to answer real questions is designed to engage and enable you to consider using such approaches as part of your own dissertation research later in your degree.

A. Course Aims

The unit aims to:

(i) Develop your knowledge of the evidence for understanding inequality in relation to health, well-being and happiness.

(ii) Introduce you to the key analytical skills required and provide basic training in the use of software for analysing quantitative data.

(iii) Develop your understanding of sampling, sample bias and statistical inference in social research and to effectively assess research robustness.

(iv) Enable you to develop and write a dissertation research proposal should you choose to in your subsequent years of study.

You will have the opportunity to develop your skills in using the resources of the library to identify research literature relevant to a particular topic, formulate a question and develop an argument based on primary and secondary sources of data.
Knowledge and Understanding: An understanding of the evidence and debates regarding health, well-being and happiness in the UK and internationally.

Intellectual Skills: An understanding of good practices in evaluating evidence and data and assessing scientific robustness. Development of critical skills in evaluating data and methods through: lectures, lab classes, group work and independent reading.

Practical Skills: Skills in using social statistics and practical experience of data analysis including using software (Excel/SPSS) and use of online tools such as NESSTAR. You will also gain skills in critical reading, conducting literature reviews, producing written work and referencing.

Transferable Skills and Personal Qualities: Critical data analysis, software and evaluation skills will be developed. Social statistics and data analysis skills are in high demand in the labour market. The group work will also aid you in the development of your communication and team working skills and in the evaluation of evidence.

The course will involve: lectures, group work and lab classes. Extensive use will be made of relevant online resources including: NESSTAR, data archives (UK Data Service/Data Archive (question search tool)), analysis and visualisation tools and literature resources, as well as video and radio recordings. See http://discover.ukdataservice.ac.uk/variables

Blackboard resources will be used to enable you to access teaching data and example pilot /test questions on health, well-being and happiness.

The lecture component will provide a theoretical and methodological framework for learning about how to understand, access and analyse quantitative data. Practical sessions will give you hands-on experience in aspects of data analysis and interpretation and in using appropriate software for data manipulation.

General Course Readings
Some required readings may be made available electronically via the course website. Other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading suggestions. The following more general textbooks and resources are helpful and recommended:


http://www.jrf.org.uk/work/poverty


http://journals.sagepub.com/doi/abs/10.1177/0038038515594092

http://www.sasi.group.shef.ac.uk/publications/healthplacesociety/health_place_and_society.pdf


World Happiness Report 
http://worldhappiness.report

Inequality Index 
https://www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries

Social Mobility Reports UK 
https://www.gov.uk/government/organisations/social-mobility-commission

Sutton Trust UK 
http://www.suttontrust.com

ONS Well Being UK 
http://blog.ons.gov.uk/2017/01/06/happy-new-year/

Online – Video and Radio 
The Joy of Stats by Hans Rosling 
http://www.gapminder.org/videos/the-joy-of-stats/

More or Less Radio 4. Spirit Level 
http://www.bbc.co.uk/programmes/b00v6lkp

Layard, R._http://cep.lse.ac.uk/_new/staff/person.asp?id=970

B. Lectures and Reading List

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<td>Week 3</td>
<td>3. Objective and subjective well-being. Understanding survey questions.</td>
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C. Tutorials/Practicals

The one-hour tutorials will be linked to each lecture and based around embedding practical skill learning using tasks and group work. The tutorials provide an opportunity to express your views and hear the views of others and to focus on key reading and issues.

The tutorials will form part of the formative assessment for the course where you will present ideas and draft outlines for discussion and feedback. In addition, you will be given the opportunity to write a practice essay and will get feedback on your writing. Feedback will be given during the tutors’ office hours in the last week of the semester.

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<td>Week 8</td>
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<td>Week 9</td>
<td>9. Data skills practical session 2 - SPSS/Excel (Lab class 2)</td>
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Lecture Schedule

Lecture 1. An Introduction to Quantitative Survey and Administrative Data

How can we understand the world around us? How can governments make policy informed by people’s circumstances and what people want? How do people’s attitudes change over time and during their lives? In this lecture we consider what data is and look at specific examples of survey and administrative data alongside other data types such as focus groups. We will look at example surveys in the news and consider their design, sampling strategy and objectivity. We will also look at example administrative datasets such as GP health records. We also consider issues in relation to data access and confidentiality.

Tutorial Task – Basic Data Skills

Complete Exercise 1 in pairs. Discuss your answers and ideas and feedback to class.

Self-study time – Try using Excel see week 7 guide.

Required reading


http://www.sasi.group.shef.ac.uk/publications/healthplacesociety/health_place_and_society.pdf

Online

Administrative Data Liaison Service
www.adls.ac.uk/


The Joy of Stats by Hans Rosling
http://www.gapminder.org/videos/the-joy-of-stats/

World Health Organisation http://www.who.int/en/

Inquiry into polling accuracy
http://eprints.ncrm.ac.uk/3789/
Additional reading


Lecture 2. Measuring Health, Well-being and Happiness. Key data and Variables

In this lecture we focus more directly on the issues of health, well-being and happiness. How have health, well-being and happiness been measured? What differences are there in health and happiness in terms of age, gender, social class and across the UK and internationally? Why are some people happier than others? We consider what might explain these differences and examine their impact in terms of wider society. Should all people be equal? In terms of what characteristics and factors? Should governments ensure equality?

Tutorial Tasks - Case Study of Survey and Administrative Data and Reading

Advance task - Prior to the tutorial, search online for example surveys and administrative data sources. Try the UK Data Service http://ukdataservice.ac.uk/ and also the Administrative Data Liaison Service http://www.adls.ac.uk/. Also look at some example analyses on the Gapminder organisation’s website including the talk on changes in life expectancy. Identify any variables of interest. Bring along a summary to the tutorial to discuss the data source and the sample. What do you think are the strengths and weaknesses of the data?

Complete Exercise 2 in pairs.

Self-study time – Try using Excel see week 7 guide.

Required reading


Online


Gapminder http://www.gapminder.org/videos/200-years-that-changed-the-world/


What are the Cohort Studies? Professor Jane Elliot http://www.ncrm.ac.uk/TandE/video/RMF2012/whatish.php?id=47ba164


Inequality http://www.bbc.co.uk/news/world-39706765

Additional reading

Lecture 3. Objective and Subjective Well-being - Understanding Survey Questions

In this lecture we are going to focus on data and how we generate evidence. The specific area of interest is on measuring health and well-being. We first consider your own views. How would you measure someone’s health? We then consider some established survey measures and the issue of reliability. We consider the extent to which people report or misreport their health and how self-
reporting might capture undiagnosed health issues and the health problems that affect people’s daily lives. We include consideration on international surveys and translation.

**Tutorial Task – Measuring Socio-Economic Circumstances and Health**

In pairs develop two or three possible questions and methods to measure health and well-being. Write them down and then ask other pairs to comment. What are the best measures available? Now look over and complete **Exercise 3**, which looks at different ways of measuring socio-economic circumstances and health.

Self-study time – Try using Excel see week 7 guide.

**Required reading**


**Online**


Monitor Me BBC [http://www.bbc.co.uk/programmes/b038p1pm/Horizon_20132014_Monitor_Me/](http://www.bbc.co.uk/programmes/b038p1pm/Horizon_20132014_Monitor_Me/)


**Additional reading**

In this lecture we focus on the differences in life expectancy in the UK. We look at changes historically and compare differences across key characteristics and countries in terms of the types of areas people live in and issues around poverty, work and diet. We consider the genetic basis of health. We look at different ways of estimating life expectancy. We also look at some basic statistical skills for data analysis including: counts, percentages, means, standard deviation, bar charts, histograms and scatterplots.

**Tutorial Task – Understanding Life Expectancy Measures**
Discuss the reasons why you think there are differences in life expectancy. Refer to the key reading. How might you try and identify causal factors? Do you find the evidence and arguments convincing? Now look at and complete **Exercise 4** on genetics and health. Read the two articles and answer the questions working in pairs. What are the implications for understanding equality?

**Self-study time – Try using SPSS see week 9 guide.**

**Required reading**


**Online**


Health Trajectories – Methods@Manchester http://www.methods.manchester.ac.uk/methods/healthtrajectories/index.shtml


Long Live Britain BBC http://www.bbc.co.uk/programmes/b0371rq9

Social and Spatial Inequalities Research Group http://sasi.group.shef.ac.uk/index.html
**Additional reading**


Lecture 5. Where Do People Live Longest? Comparing Across Areas and Countries

In this lecture we focus on differences in life expectancy and well-being across different countries. We continue to develop our analytical skills and draw on the learning from previous lectures including issues such as context, socio-economic circumstances and genetics. We will look at different data sources and explore some of the possible explanations of the different patterns and the impact for society as a whole. We also look at the basic analytical measures for examining differences.

**Tutorial Task – Well-Being and Life Expectancy Impacts**
Discuss what is well-being and happiness and what is a good life. Is this changing? What are the links with equality?

Now complete **Exercise 5.** Discuss the analysis by Wilson and Pickett (2010) especially Chapter 2. How did they conduct the analysis? What data was involved? Do you find the analysis persuasive? What are the strengths and weaknesses?

**Self-study time – Try using SPSS see week 9 guide.**

**Required reading**


Financial Times review
[http://www.ft.com/cms/s/0/77b1bd26-14db-11de-8cd1-0000779fd2ac.html#axzz2dBDPGjdd](http://www.ft.com/cms/s/0/77b1bd26-14db-11de-8cd1-0000779fd2ac.html#axzz2dBDPGjdd)

More or Less Radio 4. Spirit Level
[http://www.bbc.co.uk/programmes/b00v6lkp](http://www.bbc.co.uk/programmes/b00v6lkp)

[http://www.sasi.group.shef.ac.uk/publications/healthplacesociety/health_place_and_society.pdf](http://www.sasi.group.shef.ac.uk/publications/healthplacesociety/health_place_and_society.pdf)


**Online**


Spirit Level [http://www.equalitytrust.org.uk/resources](http://www.equalitytrust.org.uk/resources)

**Additional reading**


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**Lecture 6. READING WEEK - NO LECTURE**

Please focus on the background reading and formative essay planning. Formative essay title: *How can well-being be defined? Is well-being a good measure of equality?* (No more than 1,500 words). Submit on-line on 6th November by 4pm.

**Lecture 7. Data Skills Practical Session 1. Lab class – Excel/NESSTAR workshop**

In this lab-based lecture using a real world dataset we will develop our data analysis skills including: counts, percentages, mean, median and standard deviation. We will also use bar charts, histograms and scatterplots in order to develop our data visualisation skills. The example software will be Excel but you are free to use other software should they wish. You will also be able to use online data analysis tools such as NESSTAR. See [http://nesstar.esds.ac.uk](http://nesstar.esds.ac.uk)

**Tutorial Task – Data Skills 1**

Complete Exercise 7 following on from the lecture. Discuss findings in pairs and then feedback to the class.

**Self Study – Online data analysis task.** In own time use the online analysis tool Nesstar and conduct some exploratory analysis on variables of interest relevant to measuring equality, health and happiness. See [http://nesstar.esds.ac.uk](http://nesstar.esds.ac.uk)
**Required reading**


Excel basic guide – see online guide


SOST Excel practical handout

**Additional reading**


**Lecture 8. Analysing Survey Data**

This lecture will focus on social survey data and the key skills for using and analysing such data. The lecture will cover such issues as: research design and hypothesis testing, question design and bias,
sampling, sample size and non-response. It will also cover analytical skills such as looking at distributions and the use of confidence intervals and statistical testing.

**Tutorial Task – Understanding Surveys and Sampling**

Identify an opinion poll in the news or look at recent surveys conducted by research organisations such YouGov or Ipsos Mori. Try to find out how the sample was produced and the response rate. See [https://yougov.co.uk/opi/](https://yougov.co.uk/opi/) and [www.ipsos-mori.com/](www.ipsos-mori.com/). Are opinion polls accurate?

Discuss the idea of sampling and random sampling in survey research. Draw on key reading - Sturgis (2008) see Blackboard. Summarise and discuss what is a good sample?

**Self-study time – Try using SPSS see week 9 guide.**

**Required reading**


**Online**


See [https://yougov.co.uk/opi/](https://yougov.co.uk/opi/) and [www.ipsos-mori.com/](www.ipsos-mori.com/)

**Additional reading**


Lecture 9. Data Skills Practical Session 2. Lab class - SPSS

In this lab-based lecture using a real world survey dataset we will develop our data analysis skills including producing tabulations. The example software will be SPSS which hopefully you have had a look at in your self-study time.

**Tutorial Task - Data Skills 2**
Complete Exercise 9. Discuss your findings in pairs and then with the class. What claims could be made on the basis of your analysis?

**Self-study time – Continue using SPSS. Access a data set of interest from the UK Data Service.**

**Required reading**


SOST Foundation Skills Handout

**Online**

Sage SPSS
**Lecture 10. Measurement Debate. How Robust Is The Evidence?**

In this lecture we consider issues of research design and data reliability. The key focus is on data quality and this can include issues of coverage, timeliness and bias including sample bias and non-response. We look briefly at attitude scales and other ways of reporting health and happiness.

*Tutorial Task – Data Skills 3*

Complete Exercises 10 A and B and work through the answers.

*Self-study time – Continue using SPSS. Access a data set of interest from the UK Data Service.*

**Required reading**

- IPCC (2010) Consistent Treatment of Uncertainties on Intergovernmental Panel on Climate Change. USA.

In this final lecture we provide an overview of the key issues and skills covered in the course. We do this through a focus on how research in the area of health, well-being and happiness can be written up. This will include consideration of data visualisation but also the appropriate language for...
describing patterns in data and the link to policy implications. We will also go over the exam format and the key words and review the tutorial work.


Discuss the key principles for writing up research in the key reading (Bryman 2013) from the lecturer. What other suggestions do you have? How would you go about writing up your own research project? Look online at some example research reports which you think have been well written. Share examples with other students.

**Self-study time – Continue using SPSS. Complete Practicals 10 A and B.**

Access a data set of interest from the UK Data Service.

**Key Reading**


IPCC (2010) Consistent Treatment of Uncertainties on Intergovernmental Panel on Climate Change. USA.


**Online**

Examples of interesting and well produced reports online. See below. What good examples can you find? Did you identify any weaknesses?

**JRF**

http://www.jrf.org.uk/publications

**IPPR**

http://www.ippr.org/publications/2

**Centre for Policy Studies**

http://www.cps.org.uk/publications/

**UK Government Research Reports**

https://www.gov.uk/government/publications?keywords=&publication_filter_option=research-and-analysis&topics%5B%5D=all&departments%5B%5D=all&world_locations%5B%5D=all&direction=before&date=2013-09-01

**Additional Reading**


Other Reading


Online Resources

Get Stats http://www.getstats.org.uk/
Royal Statistical Society https://www.rss.org.uk
World Health Organisation http://www.who.int/en/
Overseas Development Institute http://www.odi.org.uk/
Department for Health https://www.gov.uk/government/organisations/department-of-health
UK Data Service http://ukdataservice.ac.uk/
Nesstar http://nesstar.esds.ac.uk/webview/index.jsp
National Centre for Research Methods http://www.ncrm.ac.uk/
Social and Spatial Inequalities Research Group http://sasi.group.shef.ac.uk/index.html
Methods@Manchester [www.methods.manchester.ac.uk](http://www.methods.manchester.ac.uk/)
Poverty and Social Exclusion [http://www.poverty.ac.uk/](http://www.poverty.ac.uk/)
Save the Children [http://www.savethechildren.org](http://www.savethechildren.org)
Oxford Internet Institute [www.oi.ox.ac.uk/](http://www.oi.ox.ac.uk/)
Oxford e Research Centre [www.oerc.ox.ac.uk/](http://www.oerc.ox.ac.uk/)
BBC More or Less [http://www.bbc.co.uk/programmes/b006qshd](http://www.bbc.co.uk/programmes/b006qshd)
Institute for Fiscal Studies [www.ifs.org.uk/](http://www.ifs.org.uk/)
Demos [http://www.demos.co.uk](http://www.demos.co.uk)
[www.straightstatistics.org/](http://www.straightstatistics.org/)
[http://www.stats.gla.ac.uk/steps/glossary](http://www.stats.gla.ac.uk/steps/glossary)

**Government Surveys** – See [http://ukdataservice.ac.uk/get-data/key-data.aspx](http://ukdataservice.ac.uk/get-data/key-data.aspx)

Family Resources Survey
Family Expenditure Survey
European Union Statistics on Income and Living Conditions
Health Survey for England
British Social Attitudes Survey
British Household Panel Survey
British Crime Survey
Understanding Society
Young Peoples Social Attitudes Survey
European Social Survey
World Values Survey

**Other Recent Surveys**

Mori Survey


Greater London Authority (GLA) (2012) Survey of Teachers – Key Findings

Netmums (2012) Feeling the Squeeze

**Example Academic Journals**

Health and Place
Critical Public Health
http://explore.tandfonline.com/page/beh/ccph-editors-choice

Significance
http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1740-9713

Urban Studies
Environment and Planning
British Medical Journal
The Lancet
Environment and Health Journal
Social Science and Medicine
Journal of Epidemiology and Community Health
Population, Space and Place
Area
Journal of Epidemiology and Community Health
International Journal of Health Geographies
Population Review
Population Studies
Health Statistics Quarterly
The Journal of the Child Poverty Action Group
Radical Statistics
Social Policy and Administration
D. Assignments and Assessments

Non-Assessed Assignment Details

In order to provide you with some early feedback you will be asked to write a short practice essay. This essay does not contribute to your final mark but a 5 mark penalty will be deducted for non-submission.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course to date.

Essay Submission

Essays must be typed and double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial).

Essays should be submitted online via Blackboard on the deadline day unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/

Examination Details

This course is assessed by a two-hour examination in which you will be required to answer two questions from a selection of up to ten. The questions are split into two sections, which cover the materials covered in the course. One question must be answered from each section.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.
3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this).
- Written formative feedback will be given on your non-assessed assignment and made available via the course tutor.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.
- Exam revision tips will be given

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.
4. YOUR COMMITMENT

Study Schedule
Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

• 3 hours lectures and tutorials (2.5 in the first year);
• At least 3 hours reading the Key Reading;
• At least 3 hours reading an additional text from the reading list;
• At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible. This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard
Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List, which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at: http://libassets.manchester.ac.uk/mle/avoiding-plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/
6. ASSESSMENT CRITERIA

See Blackboard
8. ESSAY TIPS & READING STRATEGIES

WRITING TIPS

Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you’re having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don’t expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

**Planning.** Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don’t necessarily have to stick with your plan, but if going off the plan consider why you’re doing so, and whether the material you are adding remains relevant.

**Structure and focus.** The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

**Topic sentences.** One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one ‘topic sentence’ for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

**Critical engagement.** ‘Critical’ in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature. However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms...
or denies some claim made in the literature then you know you are engaging critically.

**Quoting and Referencing.** Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you’ve made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library’s online resources.)

**Beware plagiarism.** Plagiarism is: “any unreferenced use of the material of other people, from whatever media it is taken” (School Regulations, see also the [University guidance on plagiarism](#)). Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

1. **Try to express ideas in your own words, including a full reference if the ideas come directly from others’ work; doing this in your preparatory notes helps you understand the material and avoid mistakes.**
2. **Always use quotation marks and a full reference to the source if using other people’s words.**
3. **Start your work early.**
4. **Most important: think for yourself!**

### READING STRATEGIES AND TIPS

**Tips for reading effectively.** It’s a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.

Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for ‘login via your institution’ or ‘shibboleth login’ when you get to the journal’s website you should be able to access anything the library subscribes to with your usual IT username and password.

Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials.

When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

**Strategies for finding further readings**

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the
readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. **Use textbooks.**

   Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you'll need to use other strategies to find more focused readings.

   Some very general, introductory textbooks are in the reading list for lecture 1.

2. **Use bibliographies.**

   When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that's what they're there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work. Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. **Use databases.**

   When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you've given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay.

   The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching, potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.  
   ([http://www.library.manchester.ac.uk/searchresources/librarysearch/#](http://www.library.manchester.ac.uk/searchresources/librarysearch/#))

   Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports ranked ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.  
   ([http://scholar.google.co.uk](http://scholar.google.co.uk))

   An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of
Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.

Faculty of Humanities
School of Social Sciences

SOCIAL STATISTICS COURSE UNIT GUIDE 2018-19

<table>
<thead>
<tr>
<th>SOST 10062 Introductory Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester: 2</td>
</tr>
<tr>
<td>Credits: 10</td>
</tr>
<tr>
<td>Convenor: Johan Koskinen</td>
</tr>
</tbody>
</table>

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13. Essential Information
14. Course Content
   I. Aims & Outcomes
   J. Lectures & Reading List
   K. Tutorial Guide
   L. Assignments & Assessments
15. Feedback
16. Your Commitment
17. Referencing & Plagiarism
18. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.
Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:
www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/
If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Lecturer: Dr Johan Koskinen
Room: Humanities Bridgeford Street Building (G13) (Koskinen)
Telephone: 0161 30 66 953 (Koskinen)
Email: johan.koskinen@manchester.ac.uk
Office Hours: Wednesday 2pm-3pm (Koskinen) and XXX Ypm-Ypm (ZZZ).
Tutors: XXXX
Administrators: Melanie Dunn, School of Social Sciences Undergraduate Office |
G.001 Arthur Lewis Building | University of Manchester | Oxford Road | M13 9PL | 0161 27 51297 |
Email: melanie.dunn@manchester.ac.uk
Lectures: Wednesdays 9-10am (Simon Theater E) and occasionally Friday 10-11am (Crawford House Theatre 1)
Tutorials: Please select one group using the Student Self Service System.
Rooms will be displayed in your online timetable. Students MUST only attend the workshop they are registered to.
Assessment: 1.5 hour unseen examination to be taken at the end of the course worth 90% of the total mark, and two problem sets each worth 5% of the total mark that are undertaken and submitted via the Blackboard system (see section 5 for further details on assessment both formative and summative).
Assessed Coursework Submission: assignment 1: 19th March 11am
assignment 2: 7th May 11am
Examination Period: XXX – YYY 2019
Resit Examination Period: XXX – YYY 2019
Review the following pages for full details of the assignments and assessments required on this course.
Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

The team

There are four members of the Teaching Team for this course: Johan Koskinen (Course leader), XXXX (Lecturer), YYYY (Teaching Assistant) and ZZZZ (Teaching Assistant).

Dr Johan Koskinen: Johan received a PhD in Statistics from the University of Sweden and has since been working with behavioural and social scientists in Stockholm, Melbourne, and Oxford before he joined the Social Statistics lecturing staff in 2011. He has research interests in statistical modelling and inference in the social sciences, in particular for problems in social network analysis. Johan will be leading and delivering the lectures for this course together with XXXX.

Dr XXXX:

Mr YYYY: Angelo joined CMIST at the University of Manchester in September 2014 as a PhD student. His current research fields are related to novel multivariate small area estimation methods for studying poverty and well-being in a multidimensional way. He is particularly interested in small area estimation methodologies for non-linear indicators.

Mr ZZZZ: Niklas is doing a PhD on improving the methodological base for using large-N social media data to making electoral predictions, focussing on weighting the data to produce adequate samples. He has done RA work on employment/gender attitudes in Bangladesh & India, and in the Personal Social Services Research Unit (School of Nursing) doing economic modelling and costing of clinical/non-clinical interventions.

You can get support for this course from the lectures, workshops, Blackboard material (including practice exam questions, quizzes, and past exam papers), video resources, a
discussion board and Office Hours. This is a large class so I encourage you to make use of these resources before emailing the teaching team.

If you have a query about the course:

- In the first instance, consult this Course Outline and the materials on Blackboard.
- Make use of the time during workshops to ask tutors questions about course topics and assessment.
- If you would like an appointment in Dr Koskinens’s Office Hours (Wednesday 2pm-3pm) email him to schedule a time (see above for contact details). If you would like an appointment in Dr XXXX’s Office Hours (Tuesday 3-4pm) email XXXX to schedule a time (see above for contact details).
- If you have a question about course administration, registration, timetabling, attendance etc. that is not answered by the above, contact Melanie Dunn (see above for contact details).
- If you have a question about course content/topics or assessment that is not answered by the above, email Dr Koskinen or Dr XXXX. Please note, if the information you request has been provided in this Course Outline or on Blackboard you will be referred there.
2. COURSE CONTENT

Course Aims
The aim of this course is to provide an introduction to basic statistical concepts and methods. Students will learn about the methods to explore relationships in data, they will develop an understanding of concepts of probability and the role of probability within statistical inference and will develop skills in interpreting statistical results. Importantly, the course is structured around the use of social statistics within society. We will use real datasets and surveys containing information on society and social process and will cover issues associated with the use of statistics within the public domain in addition to the technical aspects of statistical theory above.

Learning Outcomes
At the end of this course students should be able to:

- use appropriate graphs and tables to explore data
- use contingency tables to explore relationships with categorical data
- apply probability theory and understand such concepts as independence
- use techniques to measure relationships between variables
- build simple linear regression models with continuous data
- interpret the results of statistical analyses
- critically evaluate published statistics and claims based upon statistics

On completion of this unit successful students will have acquired the following skills:

Knowledge and Understanding: A well-developed statistical literacy that enables the student to see the relevance of statistics in society and appreciate the assumptions and conditions necessary. An understanding of the empirical requirements and evidence needed for drawing conclusions about statistical data. A broad knowledge of fundamental concepts in social statistics, both theoretical and technical.

Intellectual skills: deriving conditions and tests of hypothesis for observables from standard assumptions. Be able to choose appropriate approach for a particular set of research questions. A detailed appreciation of the appropriateness of methods used in studies and a keen, critical eye to potential sources of error. Formally performing statistical analysis relevant to the material treated.
Practical skills: Skills in performing statistical analysis and presentation of data and results in Excel.

Transferable skills and personal qualities: Data handling, interpretation and reporting of quantitative analysis. Problem solving and drawing conclusions based on empirical evidence. A solid base for acquiring further skills and knowledge of quantitative analysis.

General Course Readings
It is not necessary to purchase any course textbook. Useful resources will be available through the Blackboard.

Lectures and Reading List

Excel resources
This course will provide you with a set of Excel skills to conduct the statistical analyses you learn in the lecture. A set of Excel resources will be regularly provided through the blackboard. These include Excel files containing real survey data, worksheets and videos illustrating how to complete the required tasks using Excel. It is important to keep up with this aspect of the course. The Excel analysis will be discussed in tutorials and will be drawn on in the problem sets.

Past exams
The University's past examination papers website is:
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/.
See also in your course’s web site (i.e. on Blackboard)

All students must be aware that any past-examination papers MUST be referred to appropriately. Any past examination paper is merely an aid to revision and MUST NOT be used as an exemplar as to the content and style of an examination. Content and style of examination paper may change from year to year and ALL students must adequately prepare based on their own syllabus (and not that from previous years), in conjunction with the current Course Unit Outline.

Lectures and tutorials
Teaching sessions are on a weekly basis and involve up to two one hour lectures (Wednesdays 9-10am) (Friday, 10 to 11.00am) and a one hour tutorial (students to allocate themselves to a session). Additionally students should complete a set of practical tasks each week that often form part of the discussion within tutorials and which should be completed in private study. This practical work forms
the basis for the assessed problem sets which contributes 10% of the final course mark (see Assessment).

Students are required to attend one tutorial in weeks 3-6, 8, 9 and 10. You must attend the class you are registered to on the student system. There are 7 tutorials in total which will be led by YYYY or XXXX. Students will be able to select a tutorial group in the same way as they selected their module options. You are advised to do this as soon as possible. Please go to the Undergraduate Office to resolve any problems. The tutorial groups, times and locations are listed below:

<table>
<thead>
<tr>
<th>Day/ Time</th>
<th>Location</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 11:00 - 12:00</td>
<td>Uni Place 3.204</td>
<td></td>
</tr>
<tr>
<td>Tue 11:00 - 12:00</td>
<td>Uni Place 5.211</td>
<td></td>
</tr>
<tr>
<td>Tue 12:00 - 13:00</td>
<td>Uni Place 5.210</td>
<td></td>
</tr>
<tr>
<td>Tue 14:00 - 15:00</td>
<td>Uni Place 6.207</td>
<td></td>
</tr>
<tr>
<td>Wed 10:00 - 11:00</td>
<td>Uni Place 6.208</td>
<td></td>
</tr>
<tr>
<td>Thu 10:00 - 11:00</td>
<td>Roscoe 2.3</td>
<td></td>
</tr>
<tr>
<td>Fri 11:00 - 12:00</td>
<td>Uni Place 5.209</td>
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</tr>
</tbody>
</table>

There is no course textbook for this module. However, online resources will be added to the Blackboard for students to access each week. These may include videos explaining how to conduct particular analysis using Excel or an explanation of a particular statistical technique. In addition, relevant articles that appear in the media will be posted (See ‘Statistics in the News’ section of Blackboard). It is important that you keep up with the material presented in these online resources; they often form the basis for the material covered in tutorials and will give a deeper understanding of the course content. The course schedule week by week is:

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Tuesday lecture</th>
<th>Friday lecture</th>
<th>Tutorial</th>
<th>Important deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>28th Jan</td>
<td>Course welcome and fundamentals of statistical analysis</td>
<td>Describing Data 1</td>
<td>No tutorial</td>
<td>Student survey available</td>
</tr>
<tr>
<td>4th Feb</td>
<td>Describing Data 2</td>
<td>Describing Data 3</td>
<td>No tutorial</td>
<td></td>
</tr>
<tr>
<td>11th Feb</td>
<td>Probability 1</td>
<td>No lecture</td>
<td>Tutorial 1 (understanding variables)</td>
<td></td>
</tr>
<tr>
<td>18th Feb</td>
<td>Probability 2</td>
<td>No lecture</td>
<td>Tutorial 2 (descriptive statistics)</td>
<td></td>
</tr>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt; Feb</td>
<td>Examining relationships 1</td>
<td>No lecture</td>
<td>Tutorial 3 (Probability)</td>
<td></td>
</tr>
<tr>
<td>4th Mar</td>
<td>Examining relationships 2</td>
<td>No lecture</td>
<td>Tutorial 4 (Probability)</td>
<td>Problem set 1 preparation work released (Friday 8&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Lecture Type</td>
<td>Tutorial Type</td>
<td>Notes</td>
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</tr>
<tr>
<td>11th Mar</td>
<td>Linear regression 1</td>
<td>No lecture</td>
<td>No tutorial</td>
<td>Problem set 1 open for completion (Thursday 14th March, 8am – 18th March 11am)</td>
</tr>
<tr>
<td>18th Mar</td>
<td>Linear regression 2</td>
<td>No lecture</td>
<td>Tutorial 5 (Linear regression)</td>
<td></td>
</tr>
<tr>
<td>25th Mar</td>
<td>Statistical inference (sample mean)</td>
<td>Statistical inference (sample proportion)</td>
<td>Tutorial 6 (Linear regression)</td>
<td></td>
</tr>
<tr>
<td>1st April</td>
<td>Statistical inference (hypothesis testing)</td>
<td>No lecture</td>
<td>Tutorial 7 (Statistical inference)</td>
<td>Problem set 2 preparation work released (Friday 5th April)</td>
</tr>
<tr>
<td>29th April</td>
<td>Statistical inference (relationships between variables)</td>
<td>Statistics and the media</td>
<td>No tutorial</td>
<td>Problem set 2 open for completion (2nd May, 8am – 6th May 11am)</td>
</tr>
<tr>
<td>6th May</td>
<td>Revision lecture</td>
<td>No lecture</td>
<td>No tutorial</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture 1 (30th Jan) Course welcome and fundamentals of statistical analysis**

**Topics covered:**
1. Introduction to the course
2. Introduction to statistics, data and variables

**Learning outcomes:**
1. Understand the importance of statistics in understanding society and social processes
2. Understand the strengths and weaknesses of statistical analysis
3. Understand the different types of social data that available and how to access data sources
4. Understand what a variable is and identify different types of variables
5. Understand the basics of statistical notation

**Tutorial**
No tutorial this week

**Lecture 2 (1st Feb) Describing data (1)**

**Topics covered**
1. Descriptive statistics for categorical variables

**Learning outcomes**
1. Interpret and understand frequency tables
2. Interpret and understand bar/pie charts
3. Interpret and understand a histogram
4. Understand how Excel can be used to display categorical information

Tutorial
No tutorial this week

Lecture 3 (6th Feb) Describing data (2)
Topics covered
1. Descriptive statistics for continuous variables

Learning outcomes
1. Calculate measures of central tendency (mean, median and mode)
2. Calculate measures of spread; range standard deviation, variance

Tutorial
No tutorial this week

Lecture 4 (8th Feb) Describing data (3)
Topics covered
1. Descriptive statistics for continuous variables

Learning outcomes
2. Calculate and interpret measures of skewness
3. Calculation of weighted statistics
4. Standardise variables and understand the importance in relation to the Normal distribution
5. Calculate percentiles

Tutorial
No tutorial this week

Lecture 5 (13th Feb) Probability 1
Topics covered:
1. Paradoxes and Probability
2. Theoretical and Empirical Probability
3. Relative Frequency- using the relative frequency to assign a probability to each outcome.
4. Discrete Random Variables
5. Calculating the probability distribution of an discrete outcome
6. Joint and marginal probabilities

Learning outcomes:
1. Recognize the features of a probability distribution and use probability distributions for discrete random variables to estimate probabilities and identify unusual events.

2. Understand the difference between joint and marginal probabilities and be able to calculate each.

Tutorial (1)
Identifying different types of variables and discussion of inequality in income across occupational groups

**Lecture 6 (20th Feb) Probability 2**

*Topics covered*
1. The Probability Distribution of a Continuous Random Variable
2. Probability Density curves (equivalent to Probability histogram)
3. Normal Random Variables
4. Standard Normal Table and its applications

*Learning outcomes*
1. Explain how a density function is used to find probabilities involving continuous random variables.
2. Find probabilities associated with the normal distribution.
3. Understand the nature and shape of other distributions (e.g. Poisson, Chi Square)

Tutorial (2)
Calculating and interpreting descriptive statistics and producing a histogram.

**Lecture 7 (27th April) Examining relationships variables (1)**

*Topics covered*
1. Examining relationships between two categorical variables and between categorical and continuous variables.

*Learning outcomes*
1. Understand and interpret and crosstabulations
2. Display information in a crosstabulation graphically
3. Understand how to use excel to produce a crosstabulation
4. Understand the need for statistical inference and the Chi-squared test when evaluating a crosstabulation
5. Understand and interpret boxplots

Tutorial (3)
Calculating probabilities and joint probabilities

*Lecture 8 (6th March) Examining relationships variables (2)*

**Topics covered**
1. Examining relationships between two continuous variables.

**Learning outcomes**
1. Graphically display the relationship between two continuous variables.
2. Interpret and calculate the correlation coefficient
3. Understand the difference between correlation and causation
4. Understand Simpson’s paradox.

*Tutorial (4)*

Calculating probabilities from frequency tables and continuous random variables

*Lecture 9 (13th March) Linear regression (1)*

**Topics covered**
1. Linear regression and straight line graphs

**Learning outcomes**
1. Understand the formula for a straight line graph
2. Understand the importance of the line of best fit in determining the relationship between two variables
3. Understand the criteria for identifying a line of best fit
4. Generate predicted values using a linear regression equation

*Tutorial*

No tutorial this week

*Lecture 10 (20th March) Linear regression (2)*

**Topics covered**
1. Linear regression and straight line graphs

**Learning outcomes**
1. Calculate and interpret the slope and coefficient terms in a linear regression
2. Understand the assumptions of linear regression
3. Understand the importance of statistical inference for linear regression

*Tutorial (5)*
Straight line graphs and introduction to principles of linear regression

Lecture 11 (27th March) Statistical inference (sample mean)

Topics covered
1. Statistical inference, the sample mean and confidence intervals

Learning outcomes
1. Understand why statistical inference is needed for sample statistics
2. Understand the Central Limit Theorem
3. Calculate confidence intervals for the sample mean

Lecture 12 (29th March) Statistical inference (sample proportion)

Topics covered
1. Statistical inference for the sample proportion and confidence intervals

Learning outcomes
1. Understand the distribution of the sample proportion
2. Calculate confidence intervals for the sample proportion

Tutorial (6)
Fitting and using a linear regression

Lecture 13 (3rd April) Statistical inference (hypothesis testing)

Topics covered:
1. What is a hypothesis?
2. Hypothesis Testing for the Population Proportion
3. Hypothesis Testing for the Population Mean
4. Relating Hypotheses tests and confidence intervals.

Learning outcomes:
1. Explain the logic behind and the process of hypothesis testing. In particular, explain what the p-value is and how it is used to draw conclusions.
2. In a given context, specify the null and alternative hypotheses for the population proportion and mean.
3. Carry out hypothesis testing for the population proportion and mean (when appropriate), and draw conclusions in context.

Tutorial (7)
Calculating and interpreting confidence intervals for the sample mean


**Lecture 14 (1st May) Statistical inference (relationships between variables)**

*Topics covered*

1. Chi squared test and statistical inference for regression estimates

*Learning outcomes*

1. Conduct and interpret a chi-squared test
2. Interpret and conduct a hypothesis tests around linear regression estimates

**Lecture 15 (3rd May) Statistics in the media**

In this lecture a series of case studies showing uses and abuses of statistics will be explored and related to the quantitative skills covered during the course. The issues examined include population ageing, migration, crime and benefit fraud and others.

**Lecture 16 (8th May) Revision lecture**

This final lecture provides a review of the course as well as an opportunity to see solution of some past exam papers.

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**Assignments and Assessments**

**Non-Assessed Assignment Details**

Students will also be able to self-test their understanding on each of the main topics with a series of quizzes made available within the Blackboard course site. The quizzes are completed and submitted on-line and students will get an immediate mark and feedback. This will offer valuable practice in answering exam questions and the coursework problem sets.

**Examination: 1.5 hours (90% of overall course mark)**

The final exam comprises a set of multiple choice questions

**Assessed Coursework Details**

**Problem sets (10% of overall course mark)**

This coursework involves two problems sets comprising a set of questions delivered through Blackboard. Each person will receive a random set of questions drawn from a pool. Once you have opened a problem set on Blackboard you will have a set time period to complete it. The questions are based on preparatory work that includes Excel analysis of the student survey and other data sources as well as problems based on other material covered in the course. The preparatory work is
linked to the tutorial sessions and without it you will not be able to complete the problem set in the time period available to complete the problem set.

- **Problem set 1**: This problem set is based on the probability work undertaken in the lectures and tutorials. It requires some preparatory work using Excel to analyse the student survey data. The problem set will also require you to read an article that relies on statistical evidence as there will be questions that test your understanding of the argument and the use of statistics within it. The problem set 1 preparatory work will be released on **Friday 8th March** and the Blackboard problem set will be available for completion from **Thursday 14th March (8am) to Monday 18th March (11am)**.

- **Problem set 2**: This problem set will test your ability to calculate and understand the relationship between various summary statistics using Excel (such as the mean, variance covariance). It will also include some questions to test your understanding of statistical inference. Again, some preparatory work is needed which includes the use of Excel to analyse a dataset. The problem set 2 preparatory work will be released on **Friday 5th April** and the Blackboard problem set will be available for completion from **Thursday 2nd May (8am) to Monday 6th May (11am)**.

Extensions may be granted to students where there are *exceptional* mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. A Mitigating Circumstances Form must be submitted *before the due date of the assessed work*. Students are advised to refer to the University's Policy on Mitigating Circumstances (available on the student intranet) for what constitutes grounds for mitigation. If a Mitigating Circumstances Form is submitted after the due date then good reason must be given for the delay.

The penalty scheme for late submission is 10 marks deducted if work is submitted after the due date, with a further 10 marks deducted for every subsequent 24 hours late, including weekends. However, this late penalty does not apply for coursework that counts for less than 15% of the overall mark, which will receive a mark of 0 if it is submitted later than the requested deadline. Note that these rules do not apply for marks given for participation and attendance. Also, mitigating circumstances procedures apply on all coursework.
Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades. Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/

3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials.
- Written formative feedback will be given on your 1st non- assessed assignment.
- Verbal formative feedback will be given on your 2nd non- assessed assignment.
- Written formative and summative feedback will be given on your assessed coursework, available via Blackboard.
- Please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.
**Additional Office Hours** will be provided to discuss planning for coursework assessments. See p.2 above for times.

**Feedback Half Day** will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

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**Your Feedback to Us**

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

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4. **YOUR COMMITMENT**

**Study Schedule**

Each 10 credit module requires that you study for a minimum of 100 hours. This is comprised of teaching and independent study in these proportions:

- 15 hours of lectures
- 7 hours of practical sessions
- 1.5 hour final exam

This leaves 76.5 hours study time remaining to be used in independent study over the duration of the course.

**Tutorial Preparation**

The tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate.

You will often be required to do some preparatory work in order to complete the tasks within the tutorial. Completing these tasks each week will prepare you for the following week and for the coursework problem sets that draws on the work you undertake in tutorials.
As part of tutorial preparation, it is thus essential that you make every effort to finish off any unfinished work from the preceding week’s tutorial as well as attending the preceding lecture which covers the methods used in tutorial classes. It is not acceptable to attend a tutorial without being fully prepared.

**Attendance**

You are expected to attend all lectures and tutorials that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate numbers of absences or late arrivals at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

**Absences**

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

**Email and Blackboard**

Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing-harvard

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/
6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>&gt; 80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69 % 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to question/completeness of answer</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
</tr>
<tr>
<td>Structure</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
</tr>
<tr>
<td>Research design and/or methods</td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
</tr>
<tr>
<td>Results and analysis or substantive analysis</td>
<td>Excellently presented. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation contain significant deficiencies</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation very poor or absent.</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
</tr>
<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcomings</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables of poor quality</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/table</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
</tr>
<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
</tr>
</tbody>
</table>
Course UNIT OUTLINE 2018/19

SOST10142 APPLIED STATISTICS FOR SOCIAL SCIENTISTS

Lecturer(s): Dr Yizhang Zhao

Prof. Wendy Olsen (wendy.olsen@manchester.ac.uk)

Course Unit administrator: Melanie Dunn (Melanie.dunn@manchester.ac.uk)

Important Information - PLEASE READ

Pre-requisite(s):

Pre-requisite(s): 1st year students: A level Mathematics or equivalent; 2nd year students: (ECON10061 & ECON10062) or (ECON10001 & ECON20292) or (ECON10071 & ECON10072). An alternative is a good grade in GCSE maths or equivalent. No prior study of economics is required.

Resits

Please note that if you fail to pass this course as a whole, you will be required to resit some or all components of the course in the August resit examination period (19th August 2019 – 30th August 2018.) Resits are only available for first and second year students.

Communication

Students must read their University e-mails and the course unit’s Blackboard page regularly, as important course announcements will be communicated in this way.
1. Aims, Objectives and Skills

Aims

The aims of this course are for students to possess:

i. an introductory understanding of the concepts of sample surveys;
ii. an understanding of the appropriate statistical methodology necessary for doing social science;
iii. the skills necessary to interpret statistical analyses;
iv. an awareness of the uses and limitations of statistical software (SPSS).

Intended Learning Outcomes

On completion of this unit successful students will be able to:

i. demonstrate an understanding of the basic concepts and issues of sample surveys and questionnaire design;
ii. use the correct statistical methodology appropriate to the circumstances, for a range of types of set tasks;
iii. apply the concept of hypothesis tests and carry out a variety of bivariate tests;
iv. apply the concepts of a model to build and refine multiple regression models;
v. use commercial statistical software and be aware of some of the potential problems in its use;
vi. interpret the findings of statistical analysis.

Employability Skills

This course provides three main employability skills: Statistics, teamwork, and using evidence critically. 1. Students develop an appreciation of using statistics to solve business and research problems. From the initial data collection to the evaluation of the findings impact a toolkit is provided that may be applied in any career. 2. Teamwork is integral to the course. 3. Skills in constructing well-evidenced evaluations are developed through the three coursework assignments. Software skills developed in the computer classes are also invaluable to the analysis of data in the professional environment.
2. Semester Plan* TO CHANGE WITH COMPUTER CLASSES

<table>
<thead>
<tr>
<th>Week beginning.</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Jan 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
<tr>
<td>4 Feb 2018</td>
<td>Lecture (2 Hours) Computer Workshop (1 Hour)</td>
</tr>
<tr>
<td>11 Feb 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
<tr>
<td>18 Feb 2018</td>
<td>Lecture (2 Hours) Computer Workshop (1 Hour)</td>
</tr>
<tr>
<td>25 Feb 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
<tr>
<td>4 Mar 2018</td>
<td>Lecture (2 Hours) Computer Workshop (1 Hour)</td>
</tr>
<tr>
<td>11 Mar 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
<tr>
<td>18 Mar 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
<tr>
<td>25 Apr 2018</td>
<td>Lecture (2 Hours) Computer Workshop (1 Hour)</td>
</tr>
<tr>
<td>1 Apr 2018</td>
<td>Lecture (2 Hours) Computer Workshop (1 Hour)</td>
</tr>
<tr>
<td></td>
<td>Easter Break</td>
</tr>
<tr>
<td>29 Apr 2018</td>
<td>Lecture (2 Hours) Tutorial (1 Hour)</td>
</tr>
</tbody>
</table>

Feedback half day: 07/05/2018 (Tentative)

Exam Period: 13/05/2018 to 07/06/2018

3. Syllabus and Reading List

Syllabus

- **Week 1-2 The Creation of Social Data**
  - Population and Sample
  - Sampling, Survey and Questionnaire Design

- **Week 3 Variable and Univariate Analysis**
  - Level of measurement
  - Frequency, Percentage, Mean, Median, Mode, Variance and Standard Deviation
  - Probability Distribution

- **Week 4-5 Statistical Inference**
  - Sampling Distribution
  - Confidence Interval
  - Hypothesis testing
  - Comparing Means Using ANOVA

- **Week 6-8 Bivariate Analysis**
  - Contingency Tables
  - Conditional Probabilities
  - The $\chi^2$ Test for Independence
• Spearman’s rho rank
• Pearson correlation and covariance
• Simple regression

• Week 9-11 Multiple Linear Regression
  • Coefficient Explanation
  • Standardising the Regression Coefficients
  • R-squared and Model Selection
  • Interaction Effects

Reading List
Some required readings may be made available electronically via the course website. All other readings should be available from the John Rylands University Library. Most reading is specific to particular topics and is signposted within the relevant classes. Although not required, the general core textbooks listed below are helpful and recommended. A detailed week by week reading list is issued separately.

Core Textbooks:

Additional Texts:
Trickett, A. (2005). Online PDF file containing chapters about all the course unit’s topics. You may use this online in the absence of other materials. We are not covering ch. 9 of Trickett. This PDF is in the Blackboard site.
Supplementary Texts:


Journal Articles Suitable as Examples:

The articles listed below are available online. They represent high-quality cutting-edge research in this broad area of applied statistics. Read very selectively from this list. You may use one or two of these articles to illustrate and investigate the issues in your assignments. Students aiming for high marks may read two of these articles carefully, and show evidence of this reading where possible when doing the assignments.


4. Assessment

Summative Assessment (assessment that contributes to your grade)

- 2 hour exam in May/June worth 50% of the final grade
- Assignment 1: short answers due 23rd February at 2pm, worth 10% of the final grade
- Assignment 2: short answers due 23rd March at 2pm, worth 10% of the final grade
- Assignment 3: complete a learning diary charting their studies over the first 10 weeks of the course. This work must be submitted by 6th April at 2pm, worth 30% of the final grade

Formative Assessment (assessment that does not contribute to your grade) and other feedback opportunities

- 4 Online quizzes will be available on blackboard to be completed within two weeks of the relevant lectures. Two opportunities to complete each quiz are provided, and the quizzes will be reopened in the two weeks prior to the examination. Feedback is provided after each attempt.

Students can also receive further feedback from tutorials, office hours and discussion board on Blackboard.

Coursework Extension
You **MUST** contact your Programme Administrator in your home school to request an extension. Your Programme Administrator is the only individual authorized to grant a deadline extension.

- If granted an extension, you will be provided with written confirmation of the extension and the new due date.
- If you ask for an extension you must complete the correct Mitigating Circumstances Form (available from your Programme Administrator) and provide evidence of the reasons for seeking extension.

**Late Submission of Essays**

Any work submitted at any time within the first 24 hours following the deadline will receive a penalty of 10 marks. Any work submitted at any time between 24 hours and up to 48 hours late will receive a deduction of 20 marks, and so on, at the rate of an additional 10 marks deducted per day/24 hours, up to 5 days. Work submitted after 5 days will receive a mark of zero. The Policy relates to calendar days, so includes weekends and weekdays.

**Resits (for Year 1 and 2 only)**

Please note that if you fail a course unit you will be required to resit assessments in the August resit examination period.

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**5. REFERENCING & PLAGIARISM**

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: [http://subjects.library.manchester.ac.uk/referencing-harvard](http://subjects.library.manchester.ac.uk/referencing-harvard)

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

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**Cite it Right**

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at: [http://libassets.manchester.ac.uk/mle/introducing](http://libassets.manchester.ac.uk/mle/introducing)
All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

Avoiding Plagiarism
You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at: http://libassets.manchester.ac.uk/mle/avoiding-plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870
There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/
### 6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>80%</th>
<th>70 – 80% First</th>
<th>60 – 69% 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
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<tr>
<td><strong>Relevance to question/completeness of answer</strong></td>
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<tr>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td></td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion in accuracies. Mainly derivative from module material, lacks evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion in accuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion in accuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
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<tr>
<td><strong>Structure</strong></td>
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<tr>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td></td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between sections. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
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<tr>
<td><strong>Research design and/or methods</strong></td>
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<td>Excellent. Design and method totally in alignment with objectives.</td>
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<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity</td>
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<tr>
<td>Results and analysis or substantive analysis</td>
<td>Used are sound.</td>
<td>Partially appropriate or correct.</td>
<td>Due to these flaws.</td>
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<td>Excellently presented. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretatio mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpreto n contains significant deficiencies.</td>
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<tr>
<td>Results and analysis or substantive analysis</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretatio n contains significant deficiencies.</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpreto n very poor or absent.</td>
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<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcoming s</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality.</td>
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<tr>
<td>Overall presentation</td>
<td>Good throughout, with only minor flaws but occasional minor errors. Some figures/table s unclear.</td>
<td>A few major flaws and/or several minor errors.</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/table s.</td>
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<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretatio n of literature and link to project objectives.</td>
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<tr>
<td>Use of literature and references</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
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FACULTY OF HUMANITIES, SCHOOL OF SOCIAL SCIENCES
SOCIAL STATISTICS COURSE UNIT OUTLINE 2017/18

**SOST20012 THE SURVEY METHOD IN SOCIAL RESEARCH**

Semester: 2
Credits: 20
Convenor: Dr Mark Brown

Version: 12/01/2017
Lecturer(s): Mark Brown (Course Convenor):
G24 Humanities Bridgeford Street Building,
mark.brown@manchester.ac.uk
Tel: Ext. 54780
Office Hours: Tuesday 2-4pm

Dr Patricio Troncoso
2.13x Humanities Bridgeford Street Building
patricio.troncoso@manchester.ac.uk
Tel: Ext. 50905
Office Hours: TBC

Tutors: Jennifer Murphy: jennifer.murphy@manchester.ac.uk
Oliver Beatson: oliver.beatson@manchester.ac.uk

Lectures:
Tue 10:00 - 12:00, Schuster Building Moseley Theatre

Tutorials:
Allocate yourself to a tutorial group using the Student System

Mode of assessment: Two 2,000 word essays each worth 50% of the total course mark
Reading Week: **NO READING WEEK IN SEMESTER TWO**

Administrator: Melanie Dunne Melanie.Dunn@manchester.ac.uk 0161 275 3953
UG Office G.001 Arthur Lewis Building

***IMPORTANT INFORMATION – PLEASE READ***
Assessment Hand in Dates:
Assessment 1: Monday 11th March 2019. TBC
Assessment 2: Thursday 9th May 2019. TBC

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 13.05.2019 - 09.06.2018
Re-sit Examination period: 19.08.2018 - 01.09.2018
1. COURSE CONTENT

Course Summary

The course provides an introduction to the theory and practice of quantitative survey research. It is taught in 3 parts. In part one (weeks 1-3) we introduce the role of surveys in social research in a range of settings. In part 2 (weeks 4-6) we review the different options for obtaining survey data, considering both the process of designing a survey from scratch as well as the alternative strategy of using existing survey data available for secondary analysis. Part 3 (week 7-11) concerns the techniques for carrying out an analysis of survey data, including aspects of interpretation. For those considering the use of surveys in their dissertations, the course provides students with training in how to carry out and analyse their own surveys, while also putting considerable emphasis on the opportunities for secondary analysis highlighting the exceptionally rich range of large scale social surveys available to all those in the HE community.

Course Aims

This course will:

- Introduce students to the social survey and its use in academic and policy research
- Introduce students to principles of research design in survey research including the development of research questions and hypotheses
- Provide training and practice in the design of survey questions and questionnaires
- Introduce students to the theory and practice of sampling and show how sample surveys can be used to make generalizations about the population from which they are drawn.
- Impart knowledge about a range of sources of survey data and the way they can be evaluated and used in secondary analysis
- Provide basic training in the use of SPSS (Statistical Package for Social Scientists) for the entry, handling and analysis of survey data
- Develop the understanding and skills required to design and carry out basic secondary data analysis of a large scale dataset.
- Develop the critical skills needed to interpret and report simple data analysis.
- Enable students to develop and write a dissertation research proposal based on the survey method

Learning Outcomes

On completion of this unit successful students will be able to:

- Develop fit for purpose research questions and hypotheses for survey research

Version: 12/01/2017
• Demonstrate understanding of the process and elements of research design in survey research
• Design survey questions that operationalise sociological concepts
• Demonstrate understanding of the principles of sampling and have knowledge of the different types of sample design and their strengths and weaknesses
• Identify and access a range of secondary sources of survey data
• Critically evaluate the suitability of secondary data sources for a given research question
• Undertake basic data manipulation tasks to prepare a collected dataset for analysis
• Understand and be able to apply a range of techniques for the exploratory analysis of survey data using specialist data analysis software (SPSS)
• Accurately and critically interpret the output from secondary data analysis, including simple tests for statistical significance
• Evaluate the relative strengths and weaknesses of secondary analysis of survey data to address social research questions
• Demonstrate skills in reporting data analysis, including presenting results clearly for reader
• Write a dissertation research proposal based on the survey method

General Course Readings
The following are good general texts for this course. Specific suggestions for reading are listed in the week by week course summary. Note this course has a strong focus on learning practical skills so students should be aware that independent study time will need to be divided between reading and practical tasks, particularly in weeks 7-11 when other tasks will be set.
• DE VAUS, D (2014) Surveys in Social Research: 6th ed (but earlier editions are fine), London: Routledge (Social research today) This can be accessed on-line through the library
• BRYMAN, A (2008) Social Research Methods (3rd ed or later) Oxford University Press. A general text on research methods with a number of chapters on quantitative approaches covering both the design and analysis of surveys
• MACINNES, J (2016) An introduction to secondary Data Analysis with IBM SPSS Statistics: Useful for the second part of the course.

Lectures, Workshops and Reading List
Please note the detailed content of classes, readings etc. may be revised during the course. Please refer to the week by week pages on the Blackboard site for latest information
Note: Where texts have more than one edition it’s best to read the most recent edition available but changes are often minor so earlier editions are generally fine.

PART 1: ABOUT SURVEYS
(led by Mark Brown and Patricio Troncoso)
WEEK 1:

Lecture: Introducing the Social Survey (Jan 29th) Mark Brown

Our understanding of society is shaped (consciously and unconsciously) by a daily diet of survey findings from newspaper polls to large scale Government Social Surveys. Moreover, surveys are highly influential as evidence sources used in the shaping and evaluation of social policy and for academic research in the social sciences. In this opening lecture we take a look at the nature of social surveys and identify some of their key strengths as tools for understanding society and the way it changes. We also set out the aims and objectives of the course, explain how teaching and learning is organised and outline the method of assessment. The lecture also includes some practical exercises covering some of the basics on how to read and interpret statistical data from surveys.

Recommended Reading:

 ****PLEASE NOTE THERE ARE NO WORKSHOPS IN WEEK 1****

WEEK 2:

Lecture: The survey method in social research: From good description to testing theory (Feb 5th) Mark Brown

We trace the history of the social survey from the early poverty studies of Victorian England to the current day with high quality large scale social surveys now available across many topics of interest to sociologists. This session highlights these resources and the ways they can be used in research. A key strength of surveys is their potential for good description – accurate measurement of differences and inequalities in society is an essential first step before we can start to understand the processes behind them and develop policy responses to them. But surveys are more than just description, and can be used to both test and develop theory. We assess the strengths and limitations of surveys for these different uses, and illustrate this with examples.

Recommended Reading:

Workshop: The nature of Survey data (Feb 7th)

The opening workshop will introduce you to quantitative survey data, and allow you to explore some of its basic properties as we convert measurements from a questionnaire to numeric data (cases and variables) that can be input and analysed using a computer. For this we will use SPSS, the data analysis software package we will be using in later workshops (and for the final assignment).
PART 2: SURVEY DESIGN
(led by Patricio Troncoso)

WEEK 3:
Lecture: Doing Survey research: It starts with a research question... and a look at the first Assignment (Feb 12th) Patricio Troncoso
When and how can we use surveys in our own research? And assuming we decide to use this method, should we collect our own survey or use an existing one? The answers depend entirely on the data requirements for the research question we are trying to answer. We consider the importance of developing clear and specific research questions, and show how developing hypotheses can help guide our decisions over research design and choices about data.

Recommended Reading:
- BRYMAN, A (2008) Social Research Methods (3rd ed) - Oxford University Press (Chapter 4: Planning a research project and formulating research questions)

Workshop: Survey data at your fingertips: On-line access to the British Social Attitudes Survey (Feb 14th)
Later in this course we will look at how to carry out your own secondary analysis of a large scale survey dataset using specialist software (SPSS). But there are many quick and easy ways we can access survey data over the internet for use in research. In this workshop we look at http://www.britsocat.com/Home - a website providing easy access to data from one of the most popular British Surveys: the British Social Attitudes Survey.

PART 2: SURVEY DESIGN & SECONDARY SOURCES
(led by Patricio Troncoso)

WEEK 4:
Lecture: Survey Design 1: From concept to variable (Questions and questionnaires) (Feb 19th) Patricio Troncoso
A good understanding of the way surveys are designed is important whether you plan to do your own survey or use an existing one. We start with the questionnaire - the instrument through which we aim to ‘measure’ aspects of the social world and turn them into survey data or ‘variables’. We consider this process, introducing key concepts of levels of measurement, validity and reliability.

Recommended reading:

Version: 12/01/2017
LEPKOWSKI J et al (2009) Survey Methodology (2nd ed) Ch7-8 (note this book goes to a more advanced level than required for this course but has good coverage of the basics)


For a good on-line source on questionnaires and question types have a look at Trochim, William M. The Research Methods Knowledge Base, See http://www.socialresearchmethods.net/kb/survwrit.php

Also, see the factsheet 'Developing Indicators for Concepts' available from the UK Data Service at https://www.ukdataservice.ac.uk/media/262823/discover_developingindicatorsforconceptsfactsheet.pdf which includes interesting examples on how to measure ethnicity and social capital.

Workshop: Designing an on-line questionnaire using google forms (Feb 21st)
The questionnaire lies at the heart of the survey method. Developing good questions for the questionnaire is one of the most difficult components of survey design. Even where the researcher is conducting a secondary analysis of an existing survey, only by looking back at the actual questions asked can we determine whether variables, and the dataset, are fit for purpose to answer our research question. In this workshop we look at the challenge of designing survey questions, and how to set them up for data collection in an on-line survey questionnaire using google forms.

WEEK 5

Lecture: Survey Design 2: Sampling and Fieldwork (Feb 26th) Patricio Troncoso
Most surveys are based on just a sample of the target population. Typically, when carrying out analysis of a survey dataset we want to be able to generalise our findings from sample to the population. This is only possible if we have a ‘representative sample’ We look at the theoretical requirements for achieving a representative sample, before moving to consider how samples are actually derived in practice in survey research. We take a look at the different ways of collecting survey data (from self-complete web surveys to those administered by face-to-face interview) and consider their pros and cons in terms of cost and efficiency, the types of question that can be asked, and the crucial issue of non-response.

Recommended reading:
- LEPKOWSKI J et al (2009) Survey Methodology (2nd ed) Ch3-5 (note this book goes to a more advanced level than required for this course but has good coverage of the basics)
- SAPSFORD R (1999) Survey Research Sage, London. (Ch 3 the theory of sampling; Ch4 Making do: sampling in the real world)

Workshop: Samples for surveys (Feb 28th)
One of the great strengths of well-designed sample surveys is the potential to generalise the results from the sample to the population of interest (make inference). But the ability to make inference is entirely dependent on the design and size of the sample. In this workshop you will experiment on a dataset to demonstrate how different strategies for drawing samples (and different sample sizes) affects the representativeness of our sample.
WEEK 6:

Lecture: To do my own survey or use someone else’s? The Goldmine of secondary sources (Mar 5th) Patricio Troncoso
You have a research question that looks suitable for investigating with the survey method. A key question is should you do your own survey (design it and collect your own data) or could the research be conducted using an existing survey. Secondary analysis of existing surveys carries many advantages and is increasingly a good option with the growing range and accessibility of high quality social surveys. We look at ways of searching for existing surveys on your topic of interest and evaluating them for suitability.

Recommended reading:
• See the many guides and resources (including videos) of the UK Data Service website: www.ukdataservice.ac.uk
These cover many different aspects of working with secondary sources including guides on what data is available from the UK Data Service and guidance for new users on how to access and analyse the surveys held. You’ll find many of these under the ‘get data’ and ‘use data’ menus, which include a student resources page

Workshop: Do I really need to do my own survey? Searching and evaluating secondary sources (March 7th)
This workshop shows you how to search for potential survey data sets you might use in a secondary analysis, using the search engine of the UK Data Service (the main academic service for UK users of Social Survey data). We also consider how you evaluate whether a survey you’ve found in such a search is really fit for your purpose? This involves checking to see if the sample matches your population of interest and whether the survey includes the variables you’ll need to answer your research question. This can all be done on-line, and the workshop shows you how.

N.B. ASSIGNMENT 1 SUBMISSION DEADLINE: MARCH 11TH TBC

PART 3: SURVEY ANALYSIS
(led by Mark Brown)

WEEK 7:

Lecture: I have a survey dataset: What next? An overview and first steps in data analysis (Mar 12th) Mark Brown
Whether we have collected our own survey data or obtained an existing survey, we face the challenge of how to make sense of the data and how to use it to answer our research questions. Picking up themes from the first two weeks of the course we take an overview of how to go about a survey data analysis.
Workshop: Introduction to data analysis using the British Social Attitudes Survey (BSA) (Mar 14th)

Building on the initial training in SPSS using the mini class dataset back in workshop 1 we switch to a major UK survey; British Social Attitudes (BSA). We look at how to find the original questions on which variables of interest are based and methods for summarising the distributions of categorical and interval level variables.

Recommended Reading:

- For links to some good on-line resources on data analysis see YouTube videos of using SPSS see http://www.quantitativemethods.ac.uk/learning/WhyStudyQM/
- The Khan Academy (http://www.khanacademy.org/ also has a number of short videos explaining statistics (scroll down the home page to find ‘Statistics’) – these include some useful summaries of basic concepts and measures e.g. try ‘Statistics: the Average’

WEEK 8;

Lecture: Exploring relationships between variables (March 19th) Mark Brown

Once you have taken an initial look at the key variables of interest, the aim of most data analysis is to explore the relationship between variables e.g. to see how outcomes of interest vary depending on the characteristics of the respondent. The techniques used depend on the type of variables we are looking at. This session introduces the technique of cross-tabulation for looking at the relationship between two categorical variables. The importance of thinking theoretically when formulating crosstabs is discussed with examples.

Workshop: Exploring relationships between variables with crosstabs (March 21st)

Building on last weeks introduction to the BSA in SPSS we move from a consideration of individual variables to a look at how to analyse the relationship BETWEEN variables using cross tabulation. Crosstabs are easy to run in SPSS but without careful thought given to their design, it is easy to produce confusing or even misleading tables. This session covers the basics of formulating good tables.

Recommended Reading:

- DE VAUS, D (2002) Analyzing Social Science Data: (Ch 32 How and when to use crosstabulation)

WEEK 9:

Lecture: Developing skills for a more effective data analysis: (March 26th) Mark Brown
Whether you collect survey data yourself, or someone else has already collected it, a dataset often needs some work to make it fit the purposes of an analysis. Sometimes it involves applying an adjustment to the data called ‘weighting’ to correct for bias in the survey sample. It often includes some ‘recoding’ of variables, including procedures for handling ‘missing’ values. Sometimes it involves selecting just a subgroup of respondents in the dataset (perhaps a specific age group) on which to conduct an analysis. The importance of these techniques are discussed and illustrated with worked examples. We will also apply a weight to our data in order adjust for features of the British Social Attitude’s sample design to ensure that our results are more representative.

**Workshop: Building on the basics: key techniques for manipulating data in an analysis (March 28th)**

We build on the work so far using crosstabulation, with a chance to apply some of the techniques described in the lecture, including the use of recoding as a key tool for refining our analysis and applying survey weights.

**Recommended Reading:**

- S. KING-HELE (2014) What is weighting? UK Data Service [https://www.ukdataservice.ac.uk/media/285227/weighting.pdf](https://www.ukdataservice.ac.uk/media/285227/weighting.pdf)

**WEEK 10.**

**Lecture: Getting critical: Statistical significance and questions of causality (April 2nd)**

*Mark Brown*

How confident can we be in the results of our survey analysis? When survey data is based on a sample of the population, all analysis is subject to some ‘sampling error’. So how and when can we confidently generalise a finding observed in the sample to our target population? This session introduces the concept of statistical significance and looks at the use and interpretation of some simple tests. We also consider aspects of table interpretation including the need for a cautious approach to inferring causality (a statistical relationship between two variables is not necessarily causal). The case for introducing additional ‘control’ variables in cross-tabulation to help with this is discussed with examples.

**Workshop: Running a Chi Square test (April 4th)**

Building on the analysis from previous weeks, this final practical shows you how to include tests for statistical significance (a Chi Square test) when running crosstabulations in SPSS. We cover the interpretation of these tests, and show how they are used in the research process to help judge the extent to which results from our sample data can be generalised to the population. We also cover the procedure for introducing a ‘control’ variable to a crosstabs analysis.

**Recommended Reading:**


Version: 12/01/2017
Lecture: Overview.. and a final look at assignment 2 (April 30th) Mark Brown
We review the stages involved in survey analysis and relate this to the requirements for Assignment 2. We conclude by looking at the many possibilities for developing and applying your data skills (including 3rd year options and using survey data in your final year dissertation) and the opportunities this can open up in terms of further study and future careers.

Workshop: SPSS drop in: A voluntary drop in session (May 2nd)
Providing a final opportunity to get help with SPSS skills and techniques required for Assignment 2.

Recommended Reading:

N.B. ASSIGNMENT 2 SUBMISSION DEADLINE: MAY 9th

2. ASSESSMENT

Non-Assessed Assignment Details
Each weekly workshop consists of a series of exercises. These hands-on exercises are designed as a key part of the learning process and valuable preparation for undertaking the two main coursework assignments. Completed exercises with answers are posted on Blackboard enabling students to check their understanding and progress, and follow up any areas of uncertainty with the teaching team.

Assessed Coursework Details

The course will be assessed by two essay based assignments (each contributing 50% of total mark)

Essay 1 (2000 words; 50% of course mark)
You will write an essay describing and explaining the survey design you would use to investigate a stated research question. You will be given the broad topic area for the research but will be expected to develop a specific research question and some related hypotheses to guide your survey design.

Version: 12/01/2017
N.B. For this assignment you are describing a survey design but are NOT actually carrying out the survey, i.e. you are explaining what you would do but not actually collecting any data or conducting any data analysis.

Full details of the requirements for this assignment, including a marking scheme, will be provided in a separate hand-out made available through the Blackboard site, which will also contain FAQs and an online forum for asking questions.

Students are required to submit this assessment by 2pm on Monday 11\textsuperscript{th} March 2019 TBC.

**Essay 2 (2000 words; 50\% of course mark)**

This will involve writing a report of a small piece of secondary analysis carried out on a large social survey (using SPSS).

Full details of the requirements for this assignment, including an instruction document, the dataset and a marking scheme will be made available through the Blackboard site, which will also contain FAQs and an online forum for asking questions.

Students are required to submit this assessment by 2pm on Thursday 9\textsuperscript{th} May 2019 TBC.

**NOTE ON WORD COUNT:** the 2000 word limit on both essays is a MAXIMUM for the main written text but note it excludes the bibliography, any titles, tables and graphs. Please include a word count on the front cover.

**Coursework Submission**

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website.

Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

**Mitigating Circumstances**

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: [www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/](http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/)
3. STUDENT SUPPORT & FEEDBACK

WORKSHOPS
While you may not feel like asking questions in a large lecture, there are always opportunities to ask questions and discuss aspects of the course with members of the teaching team during the weekly workshops. So please do make the most of this.

OFFICE HOURS
All the team hold office hours. You can bring along any queries or problems relating to the course and we will be happy to help. Some issues are much better discussed face to face than by email so please do make use of these - see the ‘teaching team’ page on Blackboard for details of availability and how office hours work (some are drop in, some by appointment).

ON-LINE SUPPORT (email and the course forum)
Inevitably with a large class we experience high amounts of email, especially in relation to assessment. To help improve the way we respond fairly and promptly to student queries on-line we ask that questions directly related to the two courses assignments should be posted on the ASSESSMENT DISCUSSION FORUM on the course Blackboard Site

This is easily done. If you want to ask a question..
1. Go to the relevant forum page e.g. ‘Questions about Assignment 1’
2. Check your question has not already been asked and answered by someone else
3. Either post your question as a new thread, or as a reply to an existing thread

We know some may not want to be identified on the forum so it is fine to post your queries anonymously (just tick that option before you submit it)
4. One of the team will reply to it

This forum will be regularly monitored by members of the teaching team and this will help ensure a more prompt and efficient reply to queries than mass use of emails
It also ensures that ALL students in the class will benefit from the answers to questions, rather than just the emailer. This avoids obvious duplication and we believe is a much fairer way to provide on-line assignment support.
Please note we also offer the chance to submit pre-assessment preparation forms to get informal feedback from our teaching assistants on your ideas for the 2 assignments. Details will follow.

FEEDBACK
This course uses the following mechanisms for feedback:
• Model answers for the weekly non-assessed workshop exercises are posted on Blackboard. Students are encouraged to use these to check progress and understanding.
• Students are encouraged to use the weekly workshops to ask for any assistance or additional feedback on their progress that they require, in preparation for the assessed coursework.
• Written feedback will be given on your assessed coursework.
• The teaching team hold regular office hours and students are encouraged to make use of these for further support with course learning and feedback. Additional office hours will be offered to discuss feedback for the assessed coursework.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.
4. YOUR COMMITMENT

Study Schedule
Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Workshop Preparation
The workshops are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from workshops is dependent upon your preparation and willingness to participate. Completing workshop tasks each week will prepare you for the following week and give you the skills required to complete the course assignments. As part of workshop preparation, it is thus essential that you make every effort to finish off any unfinished work from the preceding weeks class workshop as well as attending the preceding lecture which covers the methods used in workshop classes. It is not acceptable to attend a workshop without being fully prepared.

Attendance
You are expected to attend all lectures and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs as soon as possible. Each week material presented will build on that presented in the previous week, skipping content will therefore hinder your ability to understand material presented later.

Email and Blackboard
Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing-harvard

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Data should also be cited. Information on how to cite the datasets we use will be provided with the data.

Plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/
6. ASSESSMENT CRITERIA

The following rubric gives a generic guide for how work is assessed across the different class categories of an undergraduate course in Social Statistics. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment. Details of the specific marking criteria used for the assessment of the SOST20012 course are provided with each assignment.

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| **Research design and/or methods** | Excellent. Design and method totally in alignment with objectives. | Very good. Design and method aligned well with objectives. | Good. Any faults are minor and do not detract from the overall quality of the project. | Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound. | Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct. | Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws. |
| **Results and substantive analysis** | Excellently presented. Results analysed & interpreted at a level suitable for publication. | Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication. | Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound. | Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate. | Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contains significant deficiencies | Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent. |
| **Overall presentation** | Excellent throughout. All figures and tables clear with suitable legends/captions | Very good throughout, with only minor shortcomings | Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear. | A few major flaws and/or several minor errors. Several figures or tables of poor quality | Some major flaws and/or frequent minor errors. Many poor quality figures/tables | Many major flaws and many minor errors. Overall poor presentation of figures and tables |
### Use of literature and references

| Complete: fully and correctly cited, up to date and appropriate | Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives. | Mostly complete and correctly cited, with occasional minor omissions or errors only. Some link between literature and project objectives. | Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives. | Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives. | Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project. |

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**FACULTY OF HUMANITIES**

**School of Social Sciences**

**SOCIAL STATISTICS COURSE UNIT GUIDE 2018-19**

**Essentials of Survey Design: SOST20022**

**Semester: 2**

**Credits: 20**

**Convenors: Dr Eduardo Fé & Dr Tina Hannemann**

**Contents**

19. Essential Information

20. Course Content

M. Aims & Outcomes

N. Lectures & Reading List

O. Tutorial Guide

P. Assignments & Assessments
21. Feedback
22. Your Commitment
23. Referencing & Plagiarism
24. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/

If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts

Lecturers:  Dr. Eduardo Fé.
            Room: G12, Humanities Bridgeford Street Building.
            Telephone: 0161 275 0271.
            Email: eduardo.fe@manchester.ac.uk

            Dr. Tina Hannemann.
            Room: G20, Humanities Bridgeford Street Building.
            Email: tina.hannemann@manchester.ac.uk

Office Hours:
            Eduardo: Monday. 10:00 – 12:00
            Tina:   Tue.15:00 – 16:00

Tutors:
            Tutorials are led by Mr. José Cuitún Coronado
            Email: jose.cuituncoronado@postgrad.manchester.ac.uk

Administrator:
            Mrs. Melanie Dunn
            UG Office G.001, Arthur Lewis Building;
            0161 275 3953
            melanie.dunn@manchester.ac.uk

Times and Dates

Lectures:
            Wednesday 10:00 – 12:00 in Roscoe 1.009.

Tutorials:
            To meet throughout weeks 2 (week commencing 4th of February
            2019) to 10 (w-c 1st April 2019) on
            • Tuesday 10:00 - 11:00 (in Simon Building,
              6.004 Computer Cluster
            Register to the tutorial group using the Student System. This is
            compulsory.

Assessed Coursework
            Essay due at 2pm on the 19th April 2019, submitted via Turnitin.
            See further details in section 2 below.

Examination Period:
            13th May – 9th June 2019
Resit Examination Period: 19th August – 1st September 2019

Assignments and Assessments

• One assessed essay worth 50% of the total mark
• One two-hour unseen examination to be taken at the end of the course worth 50%
  of the total mark

Review the following pages for full details of the assignments and assessments required on this
course.
Communication
Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Course Aims

The first part of the course will provide practical issues involved in the planning of surveys, including representation and measurement, total survey error, sampling frames, methods of data collection, questionnaire design, probability versus non-probability samples, simple random sampling, stratified and cluster sampling, sample size calculations and standard errors. The tutorials will be based around the planning, design and implementation of a survey. The second part of the course will provide practical topics involved in the analysis of survey data taking into account the design of the survey, management and handling of survey data from a range of social science datasets, exploratory analysis, comparing differences between means and proportions, chi-square tests for testing associations and regression analysis. Such skills are in demand in social research across the public and private sector. This in part will include developing the student’s critical analysis skills. It will involve hands on training and practice analyses of survey data using the statistical computer software SPSS. No previous knowledge of statistics or SPSS is assumed.

The aims of this module are:
(i) Introduce the practical issues involved in the planning and management of surveys and basic analysis of survey data.
(ii) Introduce the planning, organization and implementation of a sample survey, including the design of questionnaires.
(iii) Define methods of random sampling and calculating sample sizes.
(iv) Provide an understanding of basic statistical methods and models for the analysis of quantitative social science data and their application in a range of disciplines.
(v) Provide practical applications of statistical methods and the interpretation of results using the computer software SPSS.
(vi) Introduce a range of international and UK social science data sources.

Learning Outcomes

On completion of this unit successful students will:
• Understand the main requirements and problems of planning, organising and implementing a sample survey (including drawing a sample and designing questionnaires) and apply these to specific research questions;
• Prepare survey data for statistical analysis and understand the basic principles;

Get Organised

Use this guide to find out:
➢ Where and when to attend classes.
➢ What to read before lectures and tutorials.
➢ Where to start your reading for assessments.
➢ How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.
• Carry out and interpret statistical analyses such as exploratory analysis and testing for differences and associations taking into account the survey design;
• Use the statistical software SPSS effectively on social science datasets.

**General Course Readings**

Specific readings are listed for each week (you should pick at least one of these as a minimum but the more you read the better). The full reading list is below:

**A  Part 1 of the module: Design of Surveys**

   This is a good book for applied social sciences with lots of examples; however, some issues are not covered very well (e.g. sampling frame).
   This is an excellent book; you might find it quite mathematical though.

**B  Part 2 of the module: Statistical analysis**

   This is an excellent book! This is the newest edition. The 3rd Edition may be more readily available.
   This is a very well-written guide to SPSS. Separate sections on all topics covered in the course.

**Lectures and Reading List**

There are eight lectures and four tutorials. The lecture content is shown below. See Blackboard for details of the tutorial contents.

1. Introduction: Definition, approach and design of market research.
2. Secondary Data: Sources, databases, profiling (geodemographics), syndicated services.

3. Primary Data Collection: Focus groups and qualitative analysis.

4. Primary Data Collection: Questionnaire design.

5. Primary Data Collection: Sampling methods.

6. From sampling and inference to a population.

7. Primary Data Collection: Forecasting from time-series data.

8. Validity of Conclusions Based on Survey and Forecasting Evidence.

Lecture 1: Introduction:

What is a survey, representation and measurement, types of surveys and Components of total survey error, methods of data collection, sampling frame.

Indicative readings:

*Groves at al. (2009) Chapter 1 + 2; De Vaus (2002) - Chapter 1 + 2; Czaja and Blair (2013) – Chapter 2; De Vaus (2002) – Chapters 3 + 8; Groves et al. (2009) – Chapters 2 to 5; Fowler (2013) – Chapter 2.*

Lecture 2: Design and selection of sample I

Probability and non-probability samples, simple random sampling, sampling error, confidence intervals.

Indicative readings:

*Czaja and Blair (2013) – Chapter 4; De Vaus (2002) – Chapter 6; Groves at al. (2009) – Chapters 3 & 4; Fowler (2013) – Chapter 3;*

For an easy to read introduction to statistics (covering confidence interval, with lots of examples):

*Diamond, I. & Jefferies, J. (2001), Beginning Statistics: An Introduction for Social Scientists - Chapter 5*

Lecture 3: Design and selection of sample II

Stratification, clustering and multi-stage sampling, and sample size

Indicative readings:


Lecture 4: Questionnaire design

Indicative readings:

*Groves et al (2009) - Chapters 7 and 8; De Vaus (2002) - Chapter 7; Czaja and Blair (2013) - Chapters 8 to 10; Fowler (2013) - Chapter 6 and 7*
For examples of questionnaires, visit the UKDS website https://www.ukdataservice.ac.uk/. There you will find, among others, questionnaires for the Labour Force Survey, ONS Omnibus survey.

**Lecture 5: Survey processing.**

Post-coding, editing, how to deal with non-response and Introduction into statistical analysis of surveys (basic terms, descriptive statistics: means, medians, standard deviations); z-scores

Indicative readings:
- *De Vaus (2002)* - Chapters 9 and 10
- *Groves et al (2009)* - Chapter 6 and 10
- *Czaja and Blair (2013)* - Chapter 12
- *Fowler (2013)* - Chapter 9
- *Diamond and Jefferies (2001)* - Chapters 4 to 6
- *Jaisingh (2005)* - Chapters 2 to 4
- *Field (2013)* - Chapters 1.6 and 2

**Lecture 6: Normal distribution.**

Using tables to describe data; standard errors, confidence intervals for means and proportions; setting up and testing hypotheses; z-score, one-sided vs. two sided tests.

Indicative readings:
- *Diamond and Jefferies (2001)* - Chapters 7 to 1
- *Jaisingh (2005)* - Chapters 7 to 10
- *Field (2013)* - Chapter 9
- *Kinnear and Gray (2006)* - Chapter 6

**Lecture 7: Using tables for analytical purposes.**

Chi square tests; comparing differences between means and between proportions: the t-test

Indicative readings
- *Diamond and Jefferies (2001)* - Chapters 11 and 14
- *Jaisingh (2005)* - Chapters 11 to 14
- *Field (2013)* - Chapter 18
- *Kinnear and Gray (2006)* - Chapter 11

**Lecture 8: Correlation**

Introduction to simple linear regression, Multiple linear regressions, Hypothesis testing, categorical explanatory variables.

Indicative readings:
- *Diamond and Jefferies (2001)* - Chapter 13
- *Jaisingh (2005)* - Chapter 5
- *Field (2013)* - Chapter 7
- *Kinnear and Gray (2006)* - Chapter 12

**Lecture 9: Further regression.**

Use of interactions, OLS regression assumptions

Indicative readings:
- *Field (2013)* - Chapter 8
- *Kinnear and Gray (2006)* - Chapter 12

**Lecture 10: Revision session.**
Tutorial / Workshop Guide

The unit will be delivered through 10 weekly two hour lecture slots and 9 tutorial classes. Key texts will be made available on Blackboard as the semester progresses.

The specific date of your tutorial will vary, depending on which tutorial group you have chosen. Please refer to your individual timetable in My Manchester for details. The weeks the tutorials will take place in are:

Tuesdays, from 10 to 11 am:
- Week 2 (5 February 2019).
- Week 3 (12th February 2019).
- Week 4 (19th February 2019).
- Week 5 (26th February 2019)
- Week 6 (5th March 2019)
- Week 7 (12th March 2019)
- Week 8 (19th March 2019)
- Week 9 (26th March 2019)
- Week 10 (2nd April 2019)

Assignments and Assessments

Non-Assessed Exercises
There will be homework assignments throughout the course in which you will gain formative feedback that will help you to prepare for the coursework assignments.

Assessed Coursework Details
Your assessed coursework, called Assignment 1, involves a 2000 word discussion (an ‘essay’) of a selected topic from the course. The question will be handed out on the 28th of February and this essay is due at 2pm on the 19th of April. It must conform wholly to the Harvard Referencing System.

Coursework Submission
Coursework must be typed, double-spaced in a 12 point in Times New Roman or Arial). Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work.

If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be
able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes Turnitin plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a ‘day’ is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through Turnitin will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

**Mitigating Circumstances**

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: [http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/](http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/)

**Examination Details**

This course includes a 2 hour examination worth 50% of the final grade. Your writing in the exam must be of the highest quality. Comments will be given to you on the Exercises to ensure that your writing quality is high enough to do well on the exam. This means perfect grammar, excellent word choice, correctly formulated paragraphs, and superb sentence structure.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

**3. FEEDBACK**

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

<table>
<thead>
<tr>
<th>Save Your Feedback</th>
<th></th>
</tr>
</thead>
</table>

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• Informal verbal feedback will be given during tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
• You also have the opportunity to meet staff in office hours – no appointment required.
• Written feedback will be given on your assessed assignment via Turnitin.
• Exam results are published as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email.
• In addition, a feedback half-day will be offered

**Your Feedback to Us**

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. **YOUR COMMITMENT**

**Study Schedule**

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

• 3 hours lectures and tutorials (2.5 in the first year);
• At least 3 hours reading the Key Reading;
• At least 3 hours reading an additional text from the reading list;
• At least 3 hours written work for assessed and non-assessed exercises.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

**Tutorial Preparation**
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

### Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

### Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

### Email and Blackboard

Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

### 5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here:

http://subjects.library.manchester.ac.uk/referencing
In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference. All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

**Plagiarism**

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: [http://documents.manchester.ac.uk/display.aspx?DocID=2870](http://documents.manchester.ac.uk/display.aspx?DocID=2870)

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: [http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/](http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/)

**6. ASSESSMENT CRITERIA**

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>&gt; 80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69 % 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
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<tbody>
<tr>
<td>Relevance to question/completeness of answer</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent</td>
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<tr>
<td>Use of literature and references</td>
<td>Structure</td>
<td>Research design and/or methods</td>
<td>Results and analysis or substantive analysis</td>
<td>Overall presentation</td>
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<tr>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Excellent. Presented. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Very good throughout, with only minor shortcomings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderate. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation moderate.</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modestly complete and correctly cited, with some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
<td>Poor. Little logical progression through and between sections. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation contains significant deficiencies</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
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<tr>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
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<td></td>
</tr>
<tr>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
<td>Moderate. Little logical progression through and between sections. The main aims and outcomes of the project lack clarity.</td>
<td>Poor. Incomplete: suitably referenced, correct, but frequently not cited.</td>
<td>Poor. Many major errors. Analysis &amp; interpretation contains significant deficiencies</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
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</table>
Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you’re having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don’t expect to get it right the first time.

Some lecturers work on eight or more drafts of an article before they submit it for publication!

**Planning.** Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don’t necessarily have to stick with your plan, but if going off the plan consider why you’re doing so, and whether the material you are adding remains relevant.

**Structure and focus.** The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

**Topic sentences.** One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one ‘topic sentence’ for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

**Critical engagement.** ‘Critical’ in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature. However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

**Quoting and Referencing.** Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you’ve made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library’s online resources.)

**Beware plagiarism.** Plagiarism is: “any unreferenced use of the material of other people, from whatever media it is taken” (School Regulations, see also the [University guidance on plagiarism](#)).
Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

5. Try to express ideas in your own words, including a full reference if the ideas come directly from others’ work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
6. Always use quotation marks and a full reference to the source if using other people’s words.
7. Start your work early.
8. Most important: think for yourself!

**Reading Strategies and Tips**

**Tips for reading effectively.** Bear in mind that reading from paper is typically 15% faster than reading from a computer screen. It’s a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it. Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for ‘login via your institution’ or ‘shibboleth login’ when you get to the journal’s website you should be able to access anything the library subscribes to with your usual IT username and password. Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials. When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

**Strategies for finding further readings**

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. **Use textbooks.**

Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you’ll need to use other strategies to find more focused readings. Some very general, introductory textbooks are in the reading list for lecture 1.

2. **Use bibliographies.**

When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that’s what they’re there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work.
Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. Use databases.

When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you’ve given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay. The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching, potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.
Contents

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27. Course Content
   Q. Aims & Outcomes
   R. Lectures & Reading List
   S. Tutorial Guide
   T. Assignments & Assessments
28. Feedback
29. Your Commitment
30. Referencing & Plagiarism
31. Assessment Criteria
32. Essay Tips & Reading Strategies

Please read this guide and bring any questions with you to the lecture.
Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:
www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/
If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts

Lecturer: Termeh Shafie
Room: G14 Humanities Bridgeford Street Building
Telephone: 0161 275 4631
Email: termeh.shafie@manchester.ac.uk
Office Hours: Wednesdays 13:00-15:00

Course Assistant: José Cuitún Coronado
Room: G45 Humanities Bridgeford Street Building
Email: jose.cuituncoronado@manchester.ac.uk
Office Hours: Thursdays 11:00-12:00

Administrator: Melanie Dunn
UG Office G.001 Arthur Lewis Building;

Times and Dates

Lectures: Lectures: Tue 15:00 – 17:00, Roscoe 1.001
Tutorials: Wed 10:00 – 11:00, Mansfield Cooper 2.01
Reading week: Monday 29th October – Friday 2nd November 2017
Feedback half-day: Assignment 1: office hours in week 8-9
Assignment 2: office hours in January
Assessed Coursework Submission: Assignment 1 available – beginning of October
Assignment 1 submission deadline – 14:00 Fri 26 October
Assignment 2 available – middle of November
Assignment 2 submission deadline – 14:00 Fri 14 December

Examination Period: 14 January – 25 January 2018
Resit Examination Period: 19 August – 30 August 2018

Assignments and Assessments

• One 500 word essay worth 10% of the total mark
• One 1000 word essay worth 20% of the total mark
• One two-hour unseen examination at the end of the course worth 70% of the total mark

Review the following pages for full details of the assignments and assessments required.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Course Aims

This course aims:

(i) To develop the students’ understanding of the concepts underpinning statistical inference.
(ii) To introduce students to the principles of collecting data, summarizing data, and interpreting data.
(iii) To explore the importance of sampling and designing appropriate studies in answering research questions.
(iv) To enable students to develop and test evidence for their own hypotheses.

Learning Outcomes

On completion of this unit successful students will be able to:

(i) evaluate the evidence and debates regarding claims made by academics and the media.
(ii) apply skills related to good practices in evaluating evidence and data and assessing robustness.
(iii) develop critical skills in evaluating data and statistical inference through lectures, practicals, group work and independent reading.
(iv) apply skills in using social statistics with practical experience of data analysis including using Excel and on-line statistical resources.
(v) apply critical data analysis and evaluation skills.

General Course Readings

Some recommended readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. EC indicates that an electronic copy is available via The Blackboard or the University of Manchester library website. The following are the key texts for this course:


Many of the workshops in this course use Microsoft Excel. For those wishing to find out more about Excel in advance, a good resource is available at: http://www.gcflearnfree.org/excel2010

Additional reading/material:


Additional material will be provided for specific lectures and workshop.

The Course
(week by week)

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Lecture Tuesdays 15:00-17:00</th>
<th>Workshop Wednesdays 10:00-11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Sep (week 1)</td>
<td>Statistical inference: introduction</td>
<td>Good manners in presenting data</td>
</tr>
<tr>
<td>1 Oct (week 2)</td>
<td>Exploratory data analysis</td>
<td>Examining distributions of discrete and continuous data</td>
</tr>
<tr>
<td>8 Oct (week 3)</td>
<td>Examining relationships between variables (1)</td>
<td>Descriptive statistics and correlation</td>
</tr>
<tr>
<td>15 Oct (week 4)</td>
<td>Examining relationships between variables (2)</td>
<td>Linear regression</td>
</tr>
<tr>
<td>22 Oct (week 5)</td>
<td>Designing a study and surveying</td>
<td>Testing the Mozart effect</td>
</tr>
<tr>
<td>29 Oct (week 6)</td>
<td><strong>READING WEEK</strong></td>
<td></td>
</tr>
<tr>
<td>5 Nov (week 7)</td>
<td>Introduction to probability and Central Limit Theorem</td>
<td>Probability distributions for variables</td>
</tr>
<tr>
<td>12 Nov (week 8)</td>
<td>Sampling distributions and Confidence intervals</td>
<td>Examining sampling distributions</td>
</tr>
<tr>
<td>19 Nov (week 9)</td>
<td>Hypothesis testing I</td>
<td>Calculating confidence intervals around mean</td>
</tr>
<tr>
<td>26 Nov (week 10)</td>
<td>Hypothesis testing II</td>
<td>Practical exercise in hypothesis testing</td>
</tr>
<tr>
<td>3 Dec (week 11)</td>
<td>Review lecture</td>
<td>Sample exam questions</td>
</tr>
</tbody>
</table>
Lecture 1 Statistical inference: the big picture

Topics covered:
0. Course essentials
1. Are statistics relevant?
2. What data do/can we have?
3. What is statistical inference?

Learning outcomes:
1. Develop an understanding of the use of statistics.
2. Understand differences between various types of data

Recommended reading

Additional reading:
https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=43b737680020ca60155c3ed83b9828b Pages 5-21


Lecture 2 Exploratory data analysis

Topics covered:
1. Examining distributions of variables
2. Using Excel to explore these distributions

Learning outcomes:
1. Summarize and describe the distribution of categorical and continuous variables
2. Graphically present the distribution of variables
3. Relate measures of centre and spread to the shape of the distribution

Recommended reading:


Additional reading

Lecture 3 Examining Relationships between variables

Topics covered:
1. What are the correlates and correlation?
2. Examining relationships between social and demographic variables: box plots, 2 by 2 tables, bar charts, scatterplots, correlation.
**Learning outcomes:**
1. Graphically display the relationship between two variables.
2. Interpret the value of the correlation coefficient.

**Recommended reading:**


https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b Module 2

**Lecture 4 Linear regression**

**Topics covered:**
1. Linear Relationships- Least Squares Regression Line
2. Causation and (Confounding) Lurking Variables

**Learning outcomes:**
1. Use the least squares regression line as a summary of the overall pattern of linear associations and use it to make predictions.
2. Recognize the distinction between association and causation, and identify potential lurking variables that might explain an observed relationship.

**Recommended reading**
Get to grips with the equation for a straight line using:
http://www.mathsisfun.com/equation_of_line.html


https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b Module 2

Look at the relationship between a regression line and the correlation coefficient (see lecture 4) at:
http://www.stat.berkeley.edu/~stark/Java/Html/Correlation.htm


**Lecture 5 Study design and surveys**

**Topics covered:**
1. Study Design
2. Causation and Observational studies
3. Causation and Experiments
4. Sample Surveys
Learning outcomes:
1. Identify the design of a study (controlled experiment vs. observational study) and other features of the study design (randomized, blind etc.).
2. Explain how the study design impacts the types of conclusions that can be drawn.
3. Determine how features of a survey impact the collected data and the accuracy of the data.
4. Critically evaluate the reliability and validity of results published in mainstream media and scientific journals.

Recommended reading:
http://oli.cmu.edu/learn-with-oli/see-our-free-open-courses/ - Statistics & Probability course - Unit 2

Additional reading:

Lecture 6 Sampling and Central Limit Theorem

Topics covered:
1. Sampling
2. Sample surveys
3. Central Limit Theorem
4. Behaviour of a sample mean

Learning outcomes:
1. Recognize the features of a probability distribution and use probability distributions for discrete random variables to estimate probabilities and identify unusual events.
2. Describe probability models as distributions with shape, centre, and spread. Use the mean and standard deviation of a random variable to describe likely or unlikely events.
3. Explain how a density function is used to find probabilities involving continuous random variables.
4. Find probabilities associated with the normal distribution.

Recommended reading


Lecture 7 Sampling distributions and Confidence intervals

Topics covered:
1. Theoretical and Empirical Probability
2. Relative Frequency- using the relative frequency to assign a probability to each outcome.
3. Discrete Random Variables - Probability histogram
4. The Probability Distribution of a Continuous Random Variable
5. Probability Density curves
6. Normal Random Variables
7. Standard Normal Table and its applications
8. t-Student distribution

Learning Outcomes:
1. Recognize the features of a probability distribution and use probability distributions for discrete random variables to estimate probabilities and identify unusual events.
2. Describe probability models as distributions with shape, centre, and spread. Use the mean and standard deviation of a random variable to describe likely or unlikely events.
3. Explain how a density function is used to find probabilities involving continuous random variables.
4. Find probabilities associated with the normal distribution.

Recommended reading
Convince yourself of the power of the Central Limit Theorem at:
http://onlinestatbook.com/stat_sim/sampling_dist/

Lecture 8 Hypothesis testing I

Topics covered:
1. What is a hypothesis?
2. Hypothesis Testing for the Population Proportion
3. Hypothesis Testing for the Population Mean
4. Relating Hypotheses tests and confidence intervals.

Learning Outcomes:
1. Explain the logic behind and the process of hypothesis testing. In particular, explain what the p-value is and how it is used to draw conclusions.
2. In a given context, specify the null and alternative hypotheses for the population proportion and mean.
3. Carry out hypothesis testing for the population proportion and mean (when appropriate), and draw conclusions in context.

Recommended reading:
Experiment with confidence intervals at:

Lecture 9 Testing Hypotheses

Topics covered:
1. Hypothesis Testing for the Population Mean
2. Errors in hypothesis testing
3. Chi-square test for contingency tables

Learning outcomes:
1. Explain the logic behind and the process of hypothesis testing. In particular, explain what the p-value is and how it is used to draw conclusions.
2. In a given context, specify the null and alternative hypotheses for the population proportion and mean.
3. Carry out hypothesis testing for the population proportion and mean (when appropriate), and draw conclusions in context.


**Lecture 10 Review lecture**
Review of the material covered during the module

**Tutorial / Workshop Guide**

**Tutorial 1: Good manners in presenting data**
*Preparation required*


**Tutorial Tasks**
In this tutorial we will:
1. Present different types of data in tables and figures (Excel)

**Tutorial 2 Examining distributions**
*Preparation required*

See recommended reading for lecture 2

**Tutorial Tasks**
In this tutorial we will use Microsoft Excel to:
1. Examine distributions of variables
2. Calculate means and standard deviations

**Tutorial 3 Examining relationships (1)**
*Preparation required*

See recommended reading for lecture 3

**Tutorial Tasks**
In this tutorial we will examine relationships between IQ and various other variables using data from the BBC Mozart Effect study and data from the National Child Development Study.

**Tutorial 4 Examining relationships (2)**
*Preparation required*

See recommended reading for lecture 4

**Tutorial Tasks**
In this tutorial we will perform a linear regression to quantify the relationship between variables

Graded assignment based on weeks 1 to 4

**Tutorial 5 Mozart Effect and experiments**
Preparation required

See recommended and additional reading as well as listening/watching for lecture 5

Tutorial Tasks

In this tutorial we will: 1. Conduct our own experiment to test the Mozart Effect. 2. Collect IQ test pre-experiment, collect IQ test score during experiment. 3. Undertake an Excel-based practical using experimental data on the Mozart Effect. 4. Discussion of implications of our experiment for the Mozart Effect.

Tutorial 6 Sampling distribution and Central Limit Theorem

Preparation required

See recommended reading for week 6

Tutorial Tasks

In this tutorial we will examine sampling distributions of variables (proportions).

Tutorial 7 Confidence Intervals for the mean and proportion

Preparation required

See recommended reading for week 7

Tutorial Tasks

We will produce confidence intervals for the experiments carried out in the previous tutorials.

Tutorial 8 Hypothesis testing

Preparation required

See recommended reading for week 8

Tutorial Tasks

In this tutorial we will perform a hypothesis test based on the experiment performed during tutorial.

Tutorial 9 Testing the Mozart Effect Hypothesis

Preparation required

None

Tutorial Tasks

In this tutorial we will perform a hypothesis test based on the experiment performed during tutorial.

Graded assignment based on weeks 4 to 9

Tutorial 10 Review of course
Preparation required
None

Tutorial Tasks

In this tutorial we will review the course and work on some example exam questions.

Assignments and Assessments

Non-Assessed Assignment Details

There are non-assessed essays and projects associated with each tutorial, including the formative assessment with feedback from tutors. There are no penalties for not submitting these non-assessed essays and projects although students are strongly encouraged to do so.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details

There are three assessments in this module. Assessments 1 (10% of the total mark) and 2 (20% of the total mark) will be based on the materials covered during Tutorials 1-4 and 5-9 respectively and will require written reports. Each of these assignments will require an essay with relevant tables and/or figures and a maximum of 500 and 1000 words, respectively.

The third assessment (70% of the total mark) will be an end of module exam with three questions on the interpretation of tables and making valid statistical inference. The exam will be 2 hours long.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.
If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a ‘day’ is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

**Mitigating Circumstances**

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/

**Examination Details**

This course includes a 2 hour examination in which you will be required to answer three questions followed by an extended question which you will be able to choose from a selection of two possibilities.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.
3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and made available via TurnItIn/GradeMark on the Blackboard system.
- Written formative and summative feedback will be given on your assessed coursework, available via the TurnItIn/GradeMark on the Blackboard system.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.
This leaves 80 hours study time remaining to be used in independent study over the duration of the
course. For 10 credit courses these distributions will be proportionally reduced but should be slightly
higher than half the commitment for a 20 credit course.

Tutorial Preparation
Tutorials are a central part of the course module structure. They provide you with an opportunity to
discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis,
comprehension and presentation. What you will gain from tutorials is dependent upon your
preparation and willingness to participate. It is thus essential that you familiarise yourself with the
Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant
materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to
every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It
is also expected that you arrive on time. Absence and late arrival are recorded on your University
record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances,
will be treated seriously and may result in exclusion from the course. In addition, you should be
aware that prospective employers almost always ask for information about attendance and
punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the
course lecturer/tutor and your Programme Administrator in advance if possible
(William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you
are due to make a presentation to the class. Absences of more than a few days should be backed up
by medical or other evidence.
All absences will be reported to the relevant Tutor, who will then monitor your performance. A
record of indifferent attendance will be held against you if your examination results are marginal;
you should not expect to be shown sympathy by the Board of Examiners in such circumstances.
If you have missed a class, you should be sure to catch up on what you have missed by further
independent reading of materials on the reading list and/or consulting any available lecture notes or
PowerPoint slides if these are provided or asking other students whether they might allow you to
consult theirs.

Email and Blackboard
Your commitment is also to check your University email and Blackboard at least every other day in
order to make sure that you are informed of any communications from tutors or administrative staff.
These might, for example, concern important meetings with staff, changes of room; notification of
course options registration, or course-relevant information from your lecturer. Being unaware of
arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially
greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.
All essays must employ the scholarly apparatus of references and a bibliography. There are different
acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of
referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing-
harvard
In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

**Plagiarism**

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University.

You should read the University’s guidelines here: [http://documents.manchester.ac.uk/display.aspx?DocID=2870](http://documents.manchester.ac.uk/display.aspx?DocID=2870)

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: [http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/plagiarism/](http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/plagiarism/)

**Avoiding Plagiarism**

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at: [http://libassets.manchester.ac.uk/mle/avoiding-plagiarism](http://libassets.manchester.ac.uk/mle/avoiding-plagiarism)

**Cite it Right**

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at: [http://libassets.manchester.ac.uk/mle/introducing-referencing/](http://libassets.manchester.ac.uk/mle/introducing-referencing/)
6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69 % 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance to question/ completeness of answer</strong></td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/incorrectness. Mainly derivative from module material, lacks evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/incorrectness. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/incorrectness. Regurgitates taught or given material with no evidence of independent thought/research.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes are clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
</tr>
<tr>
<td><strong>Research design and/or methods</strong></td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
</tr>
<tr>
<td>Results and analysis or substantiative analysis</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation moderate.</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation contains significant deficiencies.</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
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<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables of poor quality</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/tables.</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
<td></td>
</tr>
<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and lack to project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
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FACULTY OF HUMANITIES
School of Social Sciences

SOCIAL STATISTICS COURSE UNIT GUIDE 2018-19

Market Research: SOST20041
Semester: 1
Credits: 10
Convenor: Dr Eduardo Fé
Please read this guide and bring any questions with you to the lecture.
Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here: http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/

If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts

Lecturers: Dr. Eduardo Fé
Room: G12, Humanities Bridgeford Street Building.
Telephone: 0161 275 0271.
Email: eduardo.fe@manchester.ac.uk

Prof. Wendy Olsen.
Room: G20, Humanities Bridgeford Street Building.
Email: wendy.olsen@manchester.ac.uk

Office Hours: Eduardo: Wed. 12:00 – 13:00 and Thurs. 14:00 – 15:00
Wendy: Tue. 9:00 – 10:00 and Fri. 14:00 – 15:00

Tutors: Tutorials are led by Ms. Noelyn Onah

Administrator: Mrs. Melanie Dunn
UG Office G.001, Arthur Lewis Building;
0161 275 3953
melanie.dunn@manchester.ac.uk

Times and Dates

Lectures: Wednesday 10:00 – 12:00 in Crawford House, TH 2.

Tutorials: To meet during weeks 3 (week commencing 1st of October), 5 (w-c 15th October), 7 (w-c 5th November), 9 (w-c 19th November) and 10 (w-c 26th November) on:
- Tuesday 13:00 - 14:00 or 14:00 - 15:00 (in Mansfield Cooper, 4.05).
- Thursday 14:00-15:00, 15:00-16:00 or 16:00-17:00 (in Samuel Alexander, A-104).

Register to one tutorial group using the Student System. This is compulsory and on a first come, first served basis.

Reading Week: Monday 29th October – Friday 2nd November 2018

Feedback half-day: Dedicated office hours for discussing assignment feedback will be available on 4th of December.

Assessed Coursework Submission: Essay due 2pm 13th November, submitted via Turnitin. See further details in section 2 below.

Examination Period: 14th January – 27th January 2019
Resit Examination Period: 19th August – 1st September 2019

Assignments and Assessments
• Four compulsory non-assessed exercises
• One assessed essay worth 10% of the total mark
• One two-hour unseen examination to be taken at the end of the course worth 90% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

**Communication**

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Course Aims

This course will provide students with a working knowledge of basic techniques used in market research.

Learning Outcomes

On completion of this unit successful students will:

• Know what market research is and be able to explain how it differs from marketing itself
• Be able to understand and identify secondary data sources for UK markets,
• Know how to plan the collection of primary data (including sampling, designing questionnaires, and conducting focus-groups)
• Be able to implement a simple qualitative methodology (focus groups), and able to design a simple market research process.
• Have knowledge of market research firms and related occupational niches that employ social-science researchers.

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Lectures and Reading List

There are eight lectures and four tutorials. The lecture content is shown below. See Blackboard for details of the tutorial contents.

9. Introduction: Definition, approach and design of market research.
10. Secondary Data: Sources, databases, profiling (geodemographics), syndicated services.
11. Primary Data Collection: Focus groups and qualitative analysis.
12. Primary Data Collection: Questionnaire design.
13. Primary Data Collection: Sampling methods.
14. From sampling and inference to a population.
15. Primary Data Collection: Forecasting from time-series data.
16. Validity of Conclusions Based on Survey and Forecasting Evidence.

Lecture 1 Introduction: Definition, approach and design of market research.

Being scientific is a notable attribute of market researchers. Marketing, on the other hand, is an activity that takes place inside companies, where scrutiny and transparency are internal rather than external. Defining both market research and marketing research, this session shows that segment profiling is useful for both, and careful research design is needed for either one.

Required reading

Additional reading

Lecture 2 Secondary Data: Sources, Databases, Profiling (Geodemographics), Syndicated Services.

Segment profiling refers to summarising the features of particular segments of a market, e.g. which elites do which kinds of eating-out, or determining key neighbourhood zones in a city. It is useful for aiming the expansion of markets to new areas or groups of people. Online marketing also uses profiling.

Required reading
Additional reading


Lecture 3 Primary Data Collection Topic 1: Focus Groups and Qualitative Analysis.

Market research uses qualitative analysis to discover new opportunities, new areas and unexpected facets of consumer demand. Qualitative research includes in-depth interviewing and focus group research.

Required reading

McGivern, Y. (2013) The Practice of Market Research: An Introduction, London: Financial Times/Prentice Hall. Chapter 6, Chapter 8 and Chapter 11 (pages 347-353). Note that you have to know when to sample randomly or not and whether a sample is randomly chosen or not from the population.


Lecture 4 Primary Data Collection Topic 2: questionnaire design.

Using a questionnaire can enable specific new topics to be raised in research. To avoid excessive costs, several rules of questionnaire construction must be followed. It is also necessary to keep the respondent comfortable to ensure they do not refuse to participate.

Required reading

McGivern, Y. (2013) The Practice of Market Research: An Introduction, London: Financial Times/Prentice Hall. Chapter 9. See also Box 12.8 on preparing a data preparation specification. If you go for a Market Research certification, you will need to know more about how to put data into a computer. That would be beyond this particular course unit.


Additional reading


Lecture 5. Sampling Methods

We use samples when we don’t have access to a census of the population. In this session we cover the different types of sampling methods, and discuss the problems associated with sampling. We
examine the distribution of a variable in the sample (including its mean, its dispersion, and its skewness) and its effect on how well the mean can measure its central tendency.

**Required Reading**


**Lecture 6. From Samples to Population**
In this lecture we continue learning about sampling, and its usefulness in inferring from your sample estimates to the population parameters. We will talk about standard error and 95% Confidence Intervals. We also introduce survey weights.

**Required reading**

**Additional reading**

**Lecture 7. Forecasting from Time-Series Data**
Trends can be found in secondary data sources. These are graphed using line graphs. In this lecture, various forecasting techniques, such as naive method, moving average and trend extrapolation will be discussed.

**Required reading**
McGivern, Y. (2013) *The Practice of Market Research: An Introduction*, London: Financial Times/Prentice Hall. Chapter 2 especially Box 2.4. Students wanting a high grade in this course will want to pay particular attention to this section on panel data. Notice whether a sample is used (or a population), and whether sampling is independent in each time period. See also Figure 16.4, page 535. Here the line graph for ‘Sales’ does not use sample data.


**Lecture 8. Validity of Conclusions Based on Survey and Forecasting Evidence**
In this lecture, we talk about the validity of studies, and how to assess this. Methods of evaluating forecasts and their accuracy will be described. To make a sound argument, your report must be clearly written and the argument must flow from basic premises, through data used and its worthiness, through to the conclusions.

**Required reading**
Tutorial / Workshop Guide

The unit will delivered through 8 weekly two hour lecture slots and 5 tutorial classes. Key texts will be made available on Blackboard as the semester progresses.

The specific date of your tutorial will vary, depending on which tutorial group you have chosen. Please refer to your individual timetable in My Manchester for details. The weeks the tutorials will take place in are:

- Week 3 (w/c 1 October 2018)
- Week 5 (w/c 15 October 2018)
- Week 7 (w/c 5 November 2018)
- Week 9 (w/c 19 November 2018)
- Week 10 (w/c 26 November 2018)

Tutorial 1 Segment Profiling.

Preparation required


You should register yourself for the ACORN service and try it out in your own time.

Prepare by writing out answers to Exercise 1. (Please write carefully with excellent style, and use Harvard Referencing to cite your textbook and other sources.)

Tutorial Tasks

In this tutorial we discuss and work with Acorn geodemographic profiling.

Tutorial 2 Focus Groups.

Preparation required

Prepare by writing out answers to Exercise 2.

**Tutorial Tasks**

In this tutorial we will hold a mock focus group and examine real life focus-group situations.

1) Choose the role of organiser or participant, and choose a rapporteur.
2) The organiser identifies who is an ‘off-target’, and who is a fan or non-committed.
3) Run an mp3 player
4) Gain consent from all participants – is verbal consent good enough?
5) Run the focus group for ten minutes
6) Discuss how the material could be used. Is it factual or not? What facts were learned? Make brief notes.

**Tutorial 3 Questionnaire Design**

**Preparation required**


Prepare by writing out answers to Exercise 3.

**Tutorial Tasks**

In this tutorial we will discuss the rules for questionnaire design, and see whether a particular online questionnaire meets those high standards. We plan to examine the 2011 University of Manchester student barometer questionnaire.

You will need to prepare for this seminar by clicking online links and making notes.

First the whole group will agree on the steps of questionnaire design. Review the ethics and data protection issues before you come.

Finally, discuss in your group whether the questionnaire runs smoothly and whether the variables are coded at the appropriate level of measurement.

**Tutorial 4 Sampling**

In this tutorial we aim to show how a confidence interval becomes very large as a sample gets very small. Using the handout, discuss in small groups the impact of sample size on an estimate. Answer the short questions in your groups, and choose a rapporteur. We’ll have a short report-back discussion.

Prepare by writing out answers to Exercise 4.

**Preparation required**

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 8. Depending on which textbook you have, read the relevant sections before attending this tutorial. You are learning to use your own judgement about which materials to read.

**Tutorial Tasks**

In this tutorial we will demonstrate the importance of random sampling for estimating the average across a population of consumers. We also look at sub-group averages.
Assignments and Assessments

Non-Assessed Exercises
You are asked to do four exercises, one for each of Tutorials 1-4.

Assessed Coursework Details
Your assessed coursework, called Assignment 1, involves a 1000 word discussion (an ‘essay’) of a selected topic from the course. The question will be handed out on the 15th of October and this essay is due at 2pm on the 13th of November. It must conform wholly to the Harvard Referencing System.

Coursework Submission
Coursework must be typed, double-spaced in a 12 point in Times New Roman or Arial). Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work.

If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a ‘day’ is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.
Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/

Examination Details

This course includes a 2 hour examination in which you will be required to answer a series of 12 to 15 Multiple Choice Questions plus a series of short answer questions. Your writing in the exam must be of the highest quality. Comments will be given to you on the Exercises to ensure that your writing quality is high enough to do well on the exam. This means perfect grammar, excellent word choice, correctly formulated paragraphs, and superb sentence structure.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers‘ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

Save Your Feedback
• Informal verbal feedback will be given during tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
• You also have the opportunity to meet staff in office hours – no appointment required.
• Written feedback will be given on your assessed assignment via Turnitin.
• Exam results are published as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email.
• In addition, a feedback half-day will be offered.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.
All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule
Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:
• 3 hours lectures and tutorials (2.5 in the first year);
• At least 3 hours reading the Key Reading;
• At least 3 hours reading an additional text from the reading list;
• At least 3 hours written work for assessed and non-assessed exercises.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

**Attendance**

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

**Absences**

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence. All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

**Email and Blackboard**

Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, Citing it right, at: http://libassets.manchester.ac.uk/mle/introducing-referencing/

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at: http://libassets.manchester.ac.uk/mle/avoiding-plagiarism
6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69% 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to question/completeness of answer</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Regurgitates material with no evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates material with no evidence of independent thought/research.</td>
</tr>
<tr>
<td>Structure</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>Very good</td>
<td>Good</td>
<td>Moderate</td>
<td>Poor</td>
<td>Extremely poor</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Research design and/or methods</td>
<td>Design and method totally in alignment with objectives.</td>
<td>Design and method aligned well with objectives.</td>
<td>Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
</tr>
<tr>
<td>Results and analysis or substantive analysis</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>A few major flaws and/or several minor errors. Analysis &amp; interpretation moderate.</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/table s.</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
</tr>
<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcomings</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/table s unclear.</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/table s.</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables.</td>
</tr>
<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature clearly links to project objectives.</td>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
<td></td>
</tr>
</tbody>
</table>
Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you’re having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don’t expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

**Planning.** Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don’t necessarily have to stick with your plan, but if going off the plan consider why you’re doing so, and whether the material you are adding remains relevant.

**Structure and focus.** The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

**Topic sentences.** One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one ‘topic sentence’ for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

**Critical engagement.** ‘Critical’ in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature. However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

**Quoting and Referencing.** Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you’ve made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library’s online resources.)

**Beware plagiarism.** Plagiarism is: “any unreferenced use of the material of other people, from whatever media it is taken” (School Regulations, see also the [University guidance on plagiarism](#)).
Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

9. Try to express ideas in your own words, including a full reference if the ideas come directly from others’ work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
10. Always use quotation marks and a full reference to the source if using other people’s words.
11. Start your work early.
12. Most important: think for yourself!

Reading Strategies and Tips

**Tips for reading effectively.** Bear in mind that reading from paper is typically 15% faster than reading from a computer screen. It’s a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.

Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for ‘login via your institution’ or ‘shibboleth login’ when you get to the journal’s website you should be able to access anything the library subscribes to with your usual IT username and password.

Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials. When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

**Strategies for finding further readings**

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. *Use textbooks.*

Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected.

However they will also often be of a rather general nature, so you’ll need to use other strategies to find more focused readings.

Some very general, introductory textbooks are in the reading list for lecture 1.

2. *Use bibliographies.*

When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that’s what they’re there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work.
Look out for particular references that come up time and again in relation to the issues you’re interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. Use databases.

When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you’ve given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay. The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching, potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.
Convenor: Dr Arkadiusz Wisniowski
Version date: 23/01/2019 (see Blackboard for latest version)

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here: www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/
If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts
Lecturer(s):
Dr Arkadiusz Wiśniowski (Course Convenor):
G16, Humanities Bridgeford Street Building
Tel: Ext. 54738
a.wisniowski@manchester.ac.uk
Office Hours: Thursday, 1-3pm
Dr Mark Brown
G24, Humanities Bridgeford Street Building
Tel: Ext. 54780
mark.brown@manchester.ac.uk
Office Hours: Tuesday, 2-4pm
Dr Tina Hannemann
G17, Humanities Bridgeford Street Building
Tel: Ext. 66952
tina.hannemann@manchester.ac.uk
Office Hours: Tuesday, 3-4pm

Tutors: Ji Hye Kim and Andrea Aparicio Castro
Administrator: Melanie Dunne
UG Office G.001 Arthur Lewis Building
Melanie.Dunn@manchester.ac.uk 0161 275 3953

Times and Dates
Lectures: Fridays 10:00-12:00, Stopford Lecture Theatre 2
Workshops: Fridays, 13:00-14:00 OR 14:00-15:00 OR 15:00-16:00
All workshops in HBS 2.2. Please select one using self-service. This is compulsory and on a first-come-first-served basis.

Feedback office hours: Additional office hours to discuss coursework feedback: date TBC
Assessed Coursework 2pm Thursday 28th March 2019
Submission: Submission is via Turnitin on Blackboard.
See further details in section 3 below.
Examination Period: 13 May – 9 June 2019

Assignments and Assessments
• Coursework Assignment worth 30% of the total mark.
• One two-hour unseen examination at the end of the course worth 70% of the total mark.
• Demography Quizzes and Practice Exam Questions (non-assessed assignments via Blackboard).

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Course Aims
Set within the framework of the basic demographic equation (population change = births – deaths +/- net migration) the course unpacks the demographer's tool kit. We consider the derivation, use and interpretation of key measures used in the study of population structure and the components of population change (fertility, mortality and migration) concluding with a look at population projection. Throughout the course there is an emphasis on hands-on learning of demographic method with application using real data from UK and overseas. We consider how the study of demographic pattern and process relates to many of the great social policy challenges of the 21st Century.

Learning Outcomes
On completion of this unit successful students will demonstrate:

- understanding of the way demographic pattern and process influence our understanding of changing populations and of related social issues
- a basic knowledge and understanding of the key theory and principles underlying demographic analysis
- ability to calculate and interpret a range of measures for demographic analysis
- the ability to access and use appropriate data sources for demographic analysis
- an ability to select and use data sources and demographic method intelligently in a range of real world applications

Prerequisite
No previous experience of demography is required. Students should have good basic quantitative skills. Most of the practical work involves working with Microsoft Excel, so a basic familiarity with this software would be beneficial. Links to resources on how to use Excel are provided on Blackboard.
General Course Readings

Students should complement the lectures with directed reading. The recommended key text covering most of the methods taught in the course is:


Other recommended useful texts covering demographic theory and methods include:


For those wishing to find out more about Excel in advance, a good resource is available at: [http://www.gcflearnfree.org/excel2010](http://www.gcflearnfree.org/excel2010)

Alternatively you can download a short training course in Excel from our Blackboard site

Guidance on Directed Reading

There is an increasing amount of good and relevant reading material available on-line, notably from the web site of the *Office of National Statistics (ONS)* [http://www.ons.gov.uk/ons/index.html](http://www.ons.gov.uk/ons/index.html). This material will be identified, along with other sources, in course lectures, with links provided from the course Blackboard site.

Please note that the textbooks mentioned above include method that goes beyond that required for this course. So, be guided by what we cover in the lectures and workshops which provide instruction on all the essential methods required for the module assessment (Coursework and Exam). Also note that there is often more than one way to carry out calculation of a demographic measure so do not be put off if on occasions the suggested method in text books differs from that presented in lectures (I aim to provide the most straightforward method). Finally, note that one of the best ways to understand measures is to read about their real world application (i.e. not just how to calculate them but how they are used and interpreted) – the recommended articles and reading (most available as electronic copy on Blackboard), will help with this.

The listed suggestions for reading by weekly topic may be added to over the duration of the semester. Please see the Blackboard site for the most up to date copy. This will include relevant articles that appear in the media.
Lectures and Workshops

Course overview

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<td>Mark</td>
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Week 1: The Demographic Equation (1\textsuperscript{st} February)

Lecture (Arek Wisniowski and Mark Brown): This session introduces the basic demographic equation and discusses the crucial relationship between population structure and demographic events.


In this practical session you will use population data sourced over the internet (International Population Database) to calculate measures of age and sex structure and crude rates for a country of your choice.

This will include construction of age-sex pyramids, the calculation and graphing of age-specific sex ratios, and dependency ratios. You will also source crude rates of birth and death to derive the rate of natural increase.

The measures you calculate for your chosen country can then be compared to the same measures for the UK (UK measures are provided for you).

Recommended Reading:


There have been 4 of these articles from the National Statistician. Each of the reports give an excellent and detailed up to date demographic overview of the UK population – looking at population structure and the various components of change using many measures we cover on the module. Good to read at the start of the course, though note that some of the measures covered will be better understood once we have covered them in class. Note each annual report provides an overview and so there is a lot of overlapping content but each has a slightly different focus so it is worth looking at all at some stage.

The 4 reports are:
- Matheson J (2010) The UK population: how does it compare? National Statistician’s Annual Article on the Population Trends No 142 (Winter 2010) (note this year’s article had an extended focus on comparing the UK with other countries)
Week 2: About Demographic Data (8th February)

Lecture (Arek Wisniowski): Having introduced the demographic equation we move to consider data sources that underpin demographic analysis. This includes an overview of the Census and systems of vital registration. The concept of demographic rates is also introduced.

Workshop 2: Sub-national variation in population structure: comparing areas of the UK with data sourced on-line via NOMIS. Having looked last week at how population structures differ between countries, we turn now to consider sub-national differences in population structure for areas within the UK. For today’s exercise we will use Nomis, a web-based service of the Office of National Statistics. Nomis can be used to access a range of statistics including the most recent population estimates for the UK and for Sub-national populations within the UK. It will be used here to access recent population data for Manchester (for 2011). This data will be used to construct a population pyramid. The procedure will be repeated for one other local area of interest and the resulting outputs compared (with each other and with the UK pyramid from last week).

Recommended Reading:
1. Rowland (2003) chapter 1.3 (Sources of data) & 4.1 (comparing rates)

Week 3: Fertility (I): Period and Cohort Approaches (15th February)
Lecture (Mark Brown): The lecture gives an introduction to the main methods for measuring fertility, distinguishing between ‘period’ and ‘cohort’ measures.

Workshop 3: Using birth registration data to analyse fertility change in the UK. In this exercise you will calculate a series of period measures of fertility for England and Wales from 1961 onwards:
- General Fertility Rates (GFRs)
- Age-Specific Fertility Rates (ASFRs)
- Total Fertility Rates (TFRs)
- Gross Reproduction Rate (GRR) and Net Reproduction Rates (GRR)

Recommended Reading:
1. Rowland (2003) chapter 7 (Fertility and the family) & chapter 4.4. (Period and cohort analysis)

Week 4: Fertility (II): Explaining fertility differences: a proximate determinants approach (22nd February)

Lecture (Mark Brown): Further consideration of measures of fertility and a look at how fertility varies between populations over space and time. This is discussed in the context of the Proximate Determinants Model of Fertility.

Workshop: Using Period and Cohort measures to look at fertility variation over space and time.
For this week’s exercises we will be using data from the Demographic Health Surveys (DHS) Programme, which has become one of the major sources of contemporary demographic data for developing world countries. The DHS web-site (www.measuredhs.com/) has a wealth of information about the survey programme and instructions for accessing and downloading datasets. For this exercise we will use ‘STATcompiler’ (an on-line data tabulation service) to generate data for the following fertility measures for a country of your choice at TWO different time points:
• Period measures: Age Specific Fertility Rates (ASFRs) and the Period Total Fertility Rate (PTFR)
• Cohort measures: Cohort Parity Progression Ratios (CPPRs) and a Cohort Total Fertility Rate (CTFR).

**Recommended Reading:**
(See also readings for week 3)
1. Rowland (2003) chapter 7 (Fertility and the Family)

**Week 5: Mortality (I): Measuring Mortality (1st March)**

**Lecture (Tina Hannemann):** The lecture considers the measurement of mortality, and covers the techniques used to compare mortality experience between populations.

Workshop 5: Comparing mortality for areas within the UK: an exercise in standardisation using death registration data.
In this exercise you will source and compile the data required to generate the following mortality measures for England and Wales, Manchester and one other Local Authority District of your choice
• Crude death rates for England and Wales, Manchester and the LA of your choice
• Indirectly Standardised Mortality Ratios (SMRs) for Manchester and your chosen area (using England and Wales as the ‘standard’)
• Indirectly standardised death rates for Manchester and your chosen area

**Recommended Reading:**
1. Rowland (2003) chapters 6 (Mortality and Health) & chapter 4.2-4.3 (Direct and indirect standardisation).
3. Office of National Statistics (2011) Summary: Socio-economic inequalities in mortality podcast (Podcast available from the Blackboard site)

**Week 6: Mortality (II): The Life Table (8th March)**

**Lecture (Tina Hannemann):** The lecture introduces one of demography’s most important tools, the period life table. All the key stages of constructing a period life table from a set of age specific mortality rates are presented.

Workshop 6: Generating a period life table for England and Wales, and using life table functions to compare the mortality experience of different countries using WHO data.
In the first exercise you will carry out the computations to complete male and female life tables from a set of age specific mortality rates for England and Wales.
Completed period life tables for different populations (contemporary and historical) are ready available on-line. For the second exercise you will access life tables from the World Health Organisation’s (WHO) Statistical Information System (WHOSIS) for a country of your choice, which can then be compared to the life table you produced for England and Wales.

**Recommended Reading:**

Week 7: Migration (15th March)

Lecture (Arek Wisniowski): An introduction to the study of migration completes our look at the components of population change. The session considers conceptual, measurement and data issues relating to the study of international and internal migration, as well as questions of interpretation.

Workshop 7: Making sense of migration statistics: measuring migration flows in and out of and within the UK.
In this week’s practical we will look at three different measures of migration, each using different datasets.
1. International migration into and out of the UK (1991-2011) (Data source: ONS Long-Term International Migration estimates: Table 1.01)
2. Internal migration between Regions in England and Wales from administrative datasets (Data source: National Health Service Central Register, Patient Register Data System, Higher Education Statistical Agency)
3. An indirect measure of net migration (internal and international migration combined) for districts of Greater Manchester (Data source: 2001 and 2011 Census; Vital Registrations for births and deaths).

Recommended Reading:
1. Rowland (2003) chapter 11 (Migration)

Week 8: Population Projections (22nd March)

Lecture (Arek Wisniowski): One of the most important areas of demography is the projection of populations over time. We return to the demographic equation to consider population change as the function of changes in the components of fertility, mortality and migration previously studied. A standard cohort projection model is described.

Workshop 8: Running a cohort population projection: A look at the inputs and procedures required to set up a simple cohort projection in Excel, and how to run projections under different scenarios of fertility, mortality and migration
This exercise involves running a simple cohort projection for the population of Aberfield (a fictitious medium size district). The projection is run from 2010 and initially involves projecting the population forward to 2015. A second projection is then made from 2015 to
2020, incorporating different assumptions about future components of change (births deaths and migration).

**Recommended Reading:**
1. Rowland (2003) chapter 12.3 - 12.5 (Projection projections and estimates)
4. 

**Week 9: Demographic Transition (29th March)**

**Lecture (Tina Hannemann):** To what extent does demographic behaviour in a population change over time in a predictable way? This lecture considers a famous model of population change, The Demographic Transition Model.

**Recommended Reading:**
1. Rowland (2003) chapter 1.2 (Demographic Transition) & chapter 7.2 (Second Demographic Transition)
2. Montgomery K, The Demographic Transition - a teaching web-resource which has a clear and simple summary of the Demographic Transition Model, illustrated with some good real world data (though a little out of date) ([link to website on Blackboard](#))

NO WORKSHOP

**Week 10: Demographic Case Study (5th April)**

**Lecture (Tina Hannemann):** In this lecture we will use a country case study to review the derivation, meaning and interpretation of a number of demographic measures taught on the course. This is a useful revision of key concepts and measures from the course.

NO WORKSHOP

**EASTER BREAK (APRIL 8th – 28th)**

**Week 11: Exam Revision Session (3rd May)**

**Lecture (Mark Brown):** This final session will be used to go through some past exam questions, and give general guidance on the approach to the exam

NO WORKSHOP

3. **ASSIGNMENTS AND ASSESSMENTS**

**Assessed Coursework (30% of total mark):**

This Assignment draws on material covered in lectures and practical workshops from the first 8 weeks of the course. It takes the form of a demographic analysis of a country of your
choice, written up as short report with graphs and tables and a strict requirement as to formatting (see details in the coursework description once published).

The **deadline** for coursework submission is shown on the first page of this document.

**Full details of the coursework will be released in a separate document**

**Coursework Submission**

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). Note: You must include an accurate word count on the front page of each of your coursework reports. Failure to do so will lead to an automatic 2 mark deduction.

Assignments should be **submitted online** via Blackboard by 2pm on the deadline day given. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

**Note that our online submission system includes TurnItIn plagiarism detection software.** Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below.

If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

**Mitigating Circumstances**

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here: [www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/](http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/)

**Examination Details (70% of total mark):**

70% of the grade for this course comes from assessment via a 2 hour unseen examination. The exam will be in two parts, consisting of:

- **Part A:** 4 short questions from a choice of 5 covering all aspects of the course
- **Part B:** 1 longer structured question from a choice of 2

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way.

**Non Assessed Assignments (not compulsory)**

To provide practice in answering exam questions and a form of ongoing formative assessment, past exam questions will be set for the course topics. Answers submitted within
the stated deadline (usually a week after being set) will be marked and returned within two weeks. Example answers will also be provided on Blackboard.

Students will also be able to self-test their understanding on each of the main topics with a series of quizzes made available within the Blackboard course site. The quizzes are completed and submitted on-line and students will get an immediate mark and feedback.

4. STUDENT SUPPORT & FEEDBACK

The course has a large teaching team of 3 lecturers and 2 Graduate Teaching Assistants. As well as the core teaching provided through lectures and workshops, there are various ways to get additional support for your learning, including meeting us in Office Hours and through Blackboard (where there is a forum, practice exam questions, quizzes and past exam papers).

WORKSHOPS
While you may not feel like asking questions in a large lecture, there are always opportunities to ask questions and discuss aspects of the course with members of the teaching team during the weekly workshops. So please do make the most of this.

OFFICE HOURS
All the lecturers hold office hours. You can bring along any queries or problems relating to the course and we will be happy to help please do make use of these.

ON-LINE SUPPORT (email and the course forum)
To help improve the way we respond fairly and promptly to student queries on-line we ask that questions directly related to the two courses assignments should be posted on the DISCUSSION FORUM on the course Blackboard Site rather than email.

This is easily done. If you want to ask a question...
5. Go to the discussion page
6. Check your question has not already been asked and answered by someone else
7. Either post your question as a new thread, or as a reply to an existing thread

We know some may not want to be identified on the forum so it is fine to post your queries anonymously (just tick that option before you submit it)
8. One of the team will reply to it

This forum will be regularly monitored by members of the teaching team and this will help ensure a more prompt and efficient reply to queries than mass use of emails.
It also ensures that ALL students in the class will benefit from the answers to questions, rather than just the emailer. This avoids obvious duplication and we believe is a much fairer way to provide on-line assignment support.

5. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:
• Informal verbal feedback on work will be given during lectures and workshops.
• Feedback will be given on any of the completed practice exam questions you submit.
• You will receive immediate automated feedback from the Demography Quizzes on Blackboard which cover all key aspects of the course.
• Written summative feedback will be given on your assessed coursework, available via TurnItIn/Grademark.
• Following the return of marks and summative feedback for Coursework you will have opportunity to receive verbal feedback in additional feedback office hours.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

6. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

• 3 hours lectures and tutorials (2.5 in the first year);
• At least 3 hours reading the Key Reading;
• At least 3 hours reading an additional text from the reading list;
• At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Workshop Preparation

Workshops are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from workshops is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Workshop Guide for each course, undertake the required preparation, and bring all relevant
materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every workshops. It is not acceptable to attend a workshop without being fully prepared.

**Attendance**
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

**Absences**
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (contact details above). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence. All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

**Email and Blackboard**
Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

6. **REFERENCING & PLAGIARISM**

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: [http://subjects.library.manchester.ac.uk/referencing-harvard](http://subjects.library.manchester.ac.uk/referencing-harvard)

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.
All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

**Plagiarism**

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: [http://documents.manchester.ac.uk/display.aspx?DocID=2870](http://documents.manchester.ac.uk/display.aspx?DocID=2870)

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: [http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/]
# 7. ASSESSMENT CRITERIA

Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

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<th>80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69 % 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to question/completeness of answer</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
</tr>
<tr>
<td>Structure</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
</tr>
<tr>
<td>Research design and/or methods</td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of</td>
<td>Moderate. Minor faults which detract from the overall quality of the research,</td>
<td>Poor. Some major faults which detract from the overall quality of the project.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project.</td>
</tr>
<tr>
<td>Results and analysis or substantive analysis</td>
<td>Excellent presentation. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation mostly moderate.</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation contains significant deficiencies</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
</tr>
<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcomings</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables of poor quality</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/tables</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
</tr>
<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
</tr>
</tbody>
</table>
Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/

If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts
Lecturer(s): Johan Koskinen and Termeh Shafie
Room: G13
Telephone: Ext. 6953
Email: johan.koskinen@manchester.ac.uk termeh.shafie@manchester.ac.uk
Office Hours: Wednesday 2-3pm & Thursday 12-1pm
Tutors: N/A
Administrator: Melanie Dunn, School of Social Sciences Undergraduate Office | G.001 Arthur Lewis Building | University of Manchester | Oxford Road | M13 9PL | 0161 27 51297 | melanie.dunn@manchester.ac.uk

Times and Dates
Lectures: Roscoe 2.10, Thursdays 9am-11am
Tutorials: To follow lectures at 11am-12pm in Mansfield Cooper 2.01
Reading week: None
Additional office hours: Additional office hours for discussing course-work will be advertised when assignments have been posed
Feedback half-day: Dedicated office hours for discussing assignment feedback will be available
Assessed Coursework
Submission: assignment 1: March 28
Assessment period: NA
Re-sit Assessment period: NA

Assignments and Assessments

- First non-assessed formative assignment to be submitted Tuesday 5th Feb
- First non-assessed formative assignment (presented in class)
- Two assessed essay worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication
Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.
2. COURSE CONTENT

Course Aims
(i) Introduce a toolbox for empirical investigation of theories on social interaction and complexity.
(ii) Introduce the practical issues involved in managing and analysing network data.
(iii) Provide a theory and research driven perspective on everyday observables while also providing the students with the skills, confidence and knowledge to solve analytical puzzles in a wide array of applied contexts, from organisations to the spread of infectious diseases.
(iv) Give the students a working handle on basic analysis tools.
(v) Foster a familiarity with an extensive list of more advanced analysis tools and methods at a level that enables the student to further their skills in relevant areas.
(v) Provide the analytical framework for critically appraisal of quantitative statements in social networks and related areas.

Learning Outcomes
On completion of this unit successful students will have acquired the following skills:

Knowledge and Understanding: An understanding of the empirical requirements and evidence needed for drawing conclusions about complex social processes. A broad knowledge of fundamental concepts in social network analysis, both theoretical and technical.

Intellectual skills: relate concepts such as micro-macro, self organisation and emergence to specific predictions and hypothesis for observables. Be able to choose appropriate approach for a particular set of research questions. A detailed appreciation of the appropriateness of methods used in studies and a keen, critical eye to potential sources of error.

Practical skills: Skills in using social network datasets and practical experience of data analysis including using software (sna, network, pnet, RSiena). Visualising, describing, and reporting results for social network analysis and drawing conclusions about social processes. Basic skills in using and applying essential mathematical concepts such as density and clustering coefficients. One assignment will involve data analysis in the program package R.

Transferable skills and personal qualities: Data handling, interpretation and reporting of quantitative analysis. The course provides a toolbox whose acquired skills will make the student a network analyst with unique skills on the labour market. The well trained network analyst is a scarce resource and is uniquely equipped to answer questions in a wide array of areas, from organisational problems in business.
to disease spread in populations as well as being able to provide unique solutions to address concerns about information flow from a government or business perspective.

**General Course Readings**

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:


**Lectures and Reading List**

Teaching occasions will be combinations of seminars in lecture and discussion form as well as practical computer labs. Exact structure TBA depending on room allocation.

**Course at a glance**

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Thursday lecture</th>
<th>Tutorial</th>
<th>Important deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>28th Jan</td>
<td>Introduction: the network object and specific theories for why it is important</td>
<td>Introduction to R and formative assessment</td>
<td>First formative assessment distributed</td>
</tr>
<tr>
<td>4th Feb</td>
<td>Describing a network</td>
<td>Reading in and describing network data into R (1)</td>
<td>Submit first formative assessment by Tuesday 6th Feb noon.</td>
</tr>
<tr>
<td>11th Feb</td>
<td>Key concepts and how they relate to network structure – cohesion, embeddedness, homophily, transitivity, the Mathew effect, structural holes, influence, selection</td>
<td>Reading in and describing network data into R (2)</td>
<td>Submit one-page descriptive of network from Tutorial 2</td>
</tr>
<tr>
<td>18th Feb</td>
<td>Degree-based effects – in network and by network</td>
<td>Drawing random networks in R</td>
<td></td>
</tr>
<tr>
<td>25th Feb</td>
<td>Closure and connectivity</td>
<td>Comparing observed and random networks in R</td>
<td></td>
</tr>
<tr>
<td>4th Mar</td>
<td>Cohesion and embeddedness.</td>
<td>Comparing observed networks to a “world of networks”. Introducing homophily.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Links</td>
<td></td>
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</tr>
<tr>
<td>11th Mar</td>
<td>The social mechanisms of balance, homophily and transitivity (cross sectional)</td>
<td>Introduction to ERGM – simulating networks with given properties</td>
<td></td>
</tr>
<tr>
<td>18th Mar</td>
<td>The social mechanisms of balance, homophily and transitivity (longitudinal)</td>
<td>Continue with random networks from ERGM</td>
<td></td>
</tr>
<tr>
<td>25th March</td>
<td>Diffusion of innovations, diseases and other bad things</td>
<td>Using SAOM to generate longitudinal random networks</td>
<td></td>
</tr>
<tr>
<td>1st April</td>
<td>Do these methods answer out theoretical questions? Further topics and developments</td>
<td>Using SAOM to investigate influence and selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EASTER BREAK</strong></td>
<td><strong>Feedback on 1st Assessed coursework.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Submission deadline 2</strong>&lt;sup&gt;nd** Assessed coursework: 7**&lt;sup&gt;th** May</td>
<td><strong>Additional office hours for discussing Assessed coursework number 2</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Week 1:** Introduction: the network object and specific theories for why it is important.

**Lecture:** (Jan. 31<sup>st</sup> 2018). This lecture introduces basic graph theoretic concepts and the history of network analysis. We also introduce a number of key studies whose research questions hinge on the network paradigm.

**Required reading:** Chapters 1 and 2 in Borgatti et al. (2013). Borgatti et al (2009).

**Additional reading:** Freeman (http://moreno.ss.uci.edu/91.pdf). Granovetter (1973). In addition to the two links to videos that I posted, we will discuss issues brought up in the Keynote Lecture by Garry Robins: http://youtu.be/QxpjhAH5iE

**Workshop:** Introduction to the assessed coursework. Introduction to the program R which will be required for Assignment number 2. Discussion of how to creatively apply the concept of a network with the aim to generate a data that could be conceived in network terms. Contrast with social media (now ubiquitous but vacuous?)

**Literature**

**Week 2** Describing a network.
Lecture: (Feb. 7th 2018). The first lecture serves to demonstrate the usefulness of the network conceptualisation for addressing theoretical issues. In the second lecture we address how we may understand a particular network data set. We are introduced to the fundamentals of network visualisation and summaries.


Workshop: We will go through an exercise on describing an example data set. We will use the contributed R-packages ‘sna’, ‘network’, and ‘igraph’.

Week 3: Key concepts and how they relate to network structure – cohesion, embeddedness, homophily, transitivity, the Mathew effect, structural holes, influence, selection.

Lecture: (Feb. 14th 2018). The lecture will explain the key concepts of cohesion, embeddedness, homophily, transitivity, degree-related effects, and position. The related theoretical concepts will be developed with reference to influential studies and empirical manifestations will be suggested. The latter serve as motivation for lecture 4 through 9 that will be devoted to the empirical analysis of these. We will also introduce the concepts of ‘influence’ and ‘selection’. We will continue to explore some fundamental concepts in social network analysis but also introduce some terms and concepts that are central to theoretical constructs:

- cohesion, embeddedness
  - The clustering and degree to which nodes are embedded in cliques
- Homophily
  - Birds of a feather...
- Transitivity
  - Open and closed triads
- the Mathew effect
  - The rich get richer and other degree-based effects
- structural holes
  - Do nodes bridge clustered regions?
- influence, selection
  - Are people in a particular position because of their ‘behaviour’ or the other way around?

Workshop: Continue on reading in and describing network data. At the end of the workshop (at the latest 21st Feb noon) you are expected to submit a one-page summary of a network that includes counting the number of ties, providing the density, as well as a plot of the network.

**Week 4  Degree-based effects – in network and by network**

**Lecture: (Feb. 21st 2018).** What does the degree tell us about actors in a network? What does degree tell us about the opportunities of individuals in a network. Following on from last weeks lecture, we shall also investigate sugraphs – the theory behind them and methods for investigating them.


**Workshop:** We will look at some example data sets and analyse the degree distributions. Furthermore we will simulate some simple network data sets using R to ascertain exactly how much of the structure depends on the degrees.

**Week 5  Closure and connectivity.**

**Lecture: (Feb. 28th 2018).** Brokerage and the myth of six degrees of separation.

**Background reading:** Burt (1998)  
http://faculty.chicagobooth.edu/ronald.burt/research/files/98SN.pdf


**Workshop:** Focus on comparing different network summaries for observed networks and random networks.

**Week 6  Cohesion and embeddedness.**

**Lecture: (March 7th 2018).** Polanyi and then Granovetter, from disembeddedness to embeddedness – a success story of terminology. Cohesion is a topical concept in social medicine and elsewhere but what do we really mean by cohesion?

**Background reading:** Moody and White (2013)
Workshop: We extend the practical from week 5 by generating a distribution of random networks

Week 7 The social mechanisms of balance, homophily and transitivity (cross sectional)

Lecture: (March 14th 2018). Define what we mean by balance, homophily and transitivity, both in terms of theory and empirics. Discuss behavioural and sociological underpinnings. How are these concepts related? Confounding each other. In empirical analysis we talk about the selection effect and reverse causality. We will introduce a simple model formulation for investigating these mechanisms in the ERGM framework with a view to focus on interpreting output.

Background reading: Chapters 2-5 of Lusher, Koskinen, and Robins (2013) (in case you do not have a copy of the book an excerpt from an early draft is uploaded in the folder - please do not redistribute) [http://www.bmj.com/content/337/bmj.a2533](http://www.bmj.com/content/337/bmj.a2533)

Workshop: We are going to focus on how to generate networks with specific properties. This will be an introduction to using ERGM.

Week 8 The social mechanisms of balance, homophily and transitivity (longitudinal).

Lecture: (March 21st 2018). Time means we can look at change. We will have a simple and intuitive introduction to stochastic actor-oriented models (SAOM). The focus will be on interpreting output. Adding a temporal dimension means that we can look at change. We will have a simple and intuitive introduction to stochastic actor-oriented models (SAOM) for longitudinal analysis of social networks. We will try to understand these from the perspective of a simulation model where we define a social process that ‘evolves’ the network from a first observation to a second observation. We will only touch briefly on estimation and place most of the focus on interpreting output.

Having introduced the SAOM for the evolution of a network we shall see how this straightforwardly extends to the joint analysis of network ties and actor attributes. This means that we may address the chicken or egg question: ‘do you change your behaviour to become more like your friends or do you change your friends to people more similar to you’?

After this lecture we should have sufficient grasp of the basic assumptions of the SAOM to criticise them from a behavioural and theoretical perspective:

- are actors in complete control of their ties?
- do actors lack memory?
- Are actors ‘myopic’?
- Are actors rational?
- Are actors even actors?

Relevant to the assignment is the way ‘influence’ is construed in order to fit into the SAOM framework. What restrictions does

- a choice model introduce?
- A black box for when things change?

**Workshop:** We will continue and explore ERGM in R  
**Background reading:** Social Networks introduction to SABMs

**Week 9: Diffusion of innovations, diseases and other bad things.**

**Lecture: (March 28th 2018).** Change in behaviour and attitudes. Some examples in the literature. Transmission and repeatedly changing behaviours. The key differences to think of. A gentle introduction to co-evolution models. SAOM: Focus on interpreting output  
**Background reading:** to be provided in week 8.

**Workshop:** Simulating longitudinal random networks using SAOM

**Week 10: Do these methods answer out theoretical questions? Further topics and developments.**

**Lecture: (April 26th 2018).** We will reflect on what we have gone through in the module and discuss on the one hand, what theoretical insights this might have provided us with and, on the other hand, the extent to which these tools and concepts have practical implications.

**Background reading:** please review all material from weeks 1-9; think about anything you want me to go over again.

**Workshop:** Further exploring influence and selection using SAOM.
Assignments and Assessments

Non-Assessed Assignment Details
Part 1: An in-class diagnostic test will be provided at the end of the first lecture that the student will be given the opportunity of submitting for feedback.
Part 2: This will be researching a network concept from two perspectives: (a) theoretical and (b) methodological perspective. You shall be prepared to presenting this in class. This may involve merely reporting the main conclusions as a basis for discussion or, if you like, preparing a hand-out or a couple of slides. Anything you feel is necessary for getting your main points across. Details of the topics and literature tips will follow in the next couple of days.
In addition to formative assessments 1 and 2, you will be given the opportunity to have your basic work in R appraised. You will not be able to complete the coursework satisfactorily if you do not attend and actively participate in the lab classes.
Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details
Example format (Note that this is only an example and this years coursework will differ)

Assignment 1
Write a 3000 word (upper limit) report discussing two theoretical constructs (TBA) with reference to an empirical study reported in any of the texts in the literature list (provided with assignment; if you find another relative study in a different text, please feel free to use that). Make use of two or more concepts out of the listed ones. For your chosen concepts: - Define them - Contrast them - And appraise the applicability of them in the study chosen For the appraisal, make sure to answer - what social mechanisms may fit with the claims of the study? - what alternative explanations (if any) may account for their results?

Assignment 2
Write a 3000 word (upper limit) report that addresses a particular topic from the perspectives of - relevant network-related theory - use of an empirical Data set - appraisal of how theory, research questions and data fit together and support each other You a meant to demonstrate that you can tie together some substantive theories with an empirical analysis, where the theories have been expressed in appropriate research questions, and subsequently draw conclusions about the extent to which data supports your research questions. The report MUST include an empirical analysis. This does not have to be very advanced but you must employ some manner of quantitative evaluation.

Assignment 2 will require elements of practical data analysis in the program R. In order to successfully complete assignment 2 you must take part in at least 4 of the lab sessions where you will receive training in using the program R.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

The assessment criteria follow Section 6 below. For each assignment there is a specific weighting of marks awarded for different tasks that will be clearly advertised in the assignment instructions.
Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website.

Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/

Examination Details

N/A

3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials.
- Written formative feedback will be given on your 1st non-assessed assignment.
- Verbal formative feedback will be given on your 2nd non-assessed assignment.
- Written formative and summative feedback will be given on your

Save Your Feedback

Feedback via

TurnItIn/GradeMark on the
Blackboard system is only accessible while you are studying this particular module.

Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.
assessed coursework, available via blackboard.

- please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Additional Office Hours will be provided to discuss planning for coursework assessments. See p.2 above for times.
Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.
All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule
Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances,
will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

**Absences**

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances. If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

**Email and Blackboard**

Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing-harvard

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference. All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at: http://libassets.manchester.ac.uk/mle/avoiding-plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/
6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69% 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to question/completeness of answer</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
</tr>
<tr>
<td>Structure</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.</td>
<td>Very good. Logical progression through and between sections. All aims and outcomes clear.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.</td>
</tr>
<tr>
<td>Research design and/or methods</td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
</tr>
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<tr>
<td>Results and analysis or substantive analysis</td>
<td>Excellently presented. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation contains significant deficiencies.</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation very poor or absent.</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
</tr>
<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcomings</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables of poor quality</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/table s.</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
</tr>
<tr>
<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature clearly links to project objectives.</td>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Mostly complete and correctly cited, with occasional major flaws or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
<td>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</td>
<td>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</td>
</tr>
</tbody>
</table>
Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/

If your degree is based in another school, please contact your Programme Administrator for your handbook.
1. ESSENTIAL INFORMATION

Contacts

Lecturer(s): Nick Shryane, Eduardo Fe
Room: Humanities Bridgeford Street G.26 (Nick), G.12 (Eduardo)
Telephone: 0161 275 0276 (Nick)
Email: nick.shryane@manchester.ac.uk
          eduardo.fe@manchester.ac.uk
Office Hours: Nick, Wednesdays 9 – 10 AM.
              Eduardo, During term time. Book in advance by email
Teaching Assistant: Jen Murphy, jennifer.murphy@manchester.ac.uk
Administrator: Melanie Dunn
            UG Office G.001 Arthur Lewis Building; (0161) 2753953;
            melanie.dunn@manchester.ac.uk

Times and Dates

Lectures: Thursdays 11am to 1pm in Roscoe 4.4
Practicals: Thursdays 1pm to 2pm in Humanities Bridgeford Street 2.2
Reading week: Monday 29th October – Friday 2nd November 2018
Feedback half-day: Tuesday 4th December
Assessed Coursework: 2 PM, Tuesday 13th November
Submission:
Examination Period: 14th January – 27th January 2019
Resit Examination Period: 19th August – 1st September 2019

Assignments and Assessments

• One compulsory non-assessed essay (5% penalty for non-submission)
• One assessed essay/report worth 40% of the total mark
• One compulsory group presentation (5% penalty for non-submission)
• One two-hour unseen examination to be taken in January worth 60% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

Overview

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Lecture</th>
<th>Lecture Date</th>
<th>Lecture Activity</th>
<th>Other Activity?</th>
<th>Submission Deadline?</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th Sept.</td>
<td>1</td>
<td>27th Sept.</td>
<td>What is Social Inequality?</td>
<td></td>
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<tr>
<td>1st Oct.</td>
<td>2</td>
<td>4th Oct.</td>
<td>Data on SI</td>
<td>Non-Assessed</td>
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2. COURSE CONTENT

Course Aims

This course will introduce students to:

(i) Looking at the current state of social inequalities in education, health, employment and other measures: primarily in the UK, but also to some extent worldwide.

(ii) Exploring some valuable web-based resources of secondary quantitative data, primarily for the UK but also to some extent worldwide.

(iii) Explaining how linear regression may be used to test hypotheses regarding social inequalities when the response variable has an interval scale, and how logistic regression may be used when the response variable has two categories.

(iv) Demonstrating how statistical software like SPSS may be used to carry out such analyses.

(v) Giving details of assessing the statistical quality of linear and logistic regression model fit, and communicate the substantive interpretation of the results.
(vi) Interpreting the substantive output of linear and logistic regression models in relation to hypotheses related to social inequality

Learning Outcomes
On completion of this unit successful students will:

- Have gained a deeper understanding of when linear or logistic regression analysis might be appropriate to analyse quantitative social data given substantive hypotheses on social inequality.

- Be able to discern and apply linear or logistic regression depending on the outcome.

- Be able to formulate hypotheses to investigate social inequality with linear and regression models.

- Be able to decide which variables to include on a substantive basis.

- Be able to fit linear regression models in standard statistical software such as SPSS.

- Be able to think critically and systematically about a research problem and how to address it.

- Be able to test underlying model assumptions.

- Be able to substantially interpret a model in light of the research question posed.

General Course Readings
Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:
Warwick-Booth, L. (2013). Social Inequality: A student’s guide. SAGE Publications Limited. [Required chapters will be made available on Blackboard].
Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th Edition). Sage. (Note that the previous editions of this book cover largely the same material as this one, although the chapter numbers might be different.)

Lectures and Reading List

Lecture 1: What is social inequality, and how can we study it?
This lecture will provide an overview of social inequality, including the definition and different types. Then, using ethnicity and health as an example, we will go over how one can examine inequality. We will starting by formulating hypotheses, and looking at an example of how can these be analysed. This will provide an example of the types of data analysis and interpretation we’ll learn during the course.

Required reading
Chapter 1 from Warwick-Booth, L. (2013). Social Inequality: A student’s guide. SAGE Publications Limited [PDF available on Blackboard].
Lecture 2: Existent data on Social Inequality
In this lecture we consider secondary data and other useful resources for modelling social inequality. We also consider other aspects of data, such as individual and aggregate data. Sources of secondary data discussed will be mostly from the UK, with some examples from international sources.

Information for the formative assessment will be given during this lecture.

Required reading
Familiarise yourself with these data resources:

The UK data service: [http://ukdataservice.ac.uk](http://ukdataservice.ac.uk)


Lecture 3: Descriptive statistics, correlation and simple linear regression.
In the previous two weeks, we have reviewed the current state of social inequality and found some useful secondary data resources for investigating social inequalities in the UK. Now we will turn our attention to statistical models that may be used in this context. We start with data types, descriptive statistics and plots, correlation and simple linear regression. Testing the model assumptions. We base our examples on secondary data that has been used to investigate social inequality in the UK.

Required reading
Field: Chapters 2 (“Everything you never wanted...”), 4 (“Exploring data with graphs”), 7 (“Correlation”) and some of 8 (“Regression”, but only the sections on simple regression; leave the multiple regression bits for next week).

Lecture 4: Multiple regression I
We extend the simple linear regression model to one with more than one explanatory variables. We consider different kinds of explanatory variables and dummy variables. We consider other aspects of models with multiple explanatory variables such as multicollinearity, and model selection based on substantive and statistical criteria. We base our examples on secondary data that has been used to investigate social inequality in the UK.
Required reading

The rest of Field chapter 8 (the bits on multiple regression, bearing in mind that Field obsesses over model assumptions and diagnostics a bit too much).

Lecture 5: Multiple regression II
We further extend the multiple linear regression model to handle interactions between predictor variables, and non-linear relationships between the predictors and the outcomes. We further practice interpreting the model output and evaluating what the results of the regression model allow us to infer about the population from which the sample was drawn.

Lecture 6: Logistic regression I
Often in the social sciences the dependent variable (y variable, response variable) has two categories, or can be recoded to have two categories. For example, amongst the economically active: y=1=unemployed, y=0=not unemployed. We take a look at methods to model the relative chance of y=1 vs y=0 in the context of social inequalities and find out how we can use SPSS to do such analyses.

Required reading
Some of Field chapter 18 (“Categorical Data”, but not the bits on log-linear analysis). Field chapter 19 (“Logistic Regression”).

Supporting material for week 9 presentations (on 29th Nov) to be distributed this week.

Lecture 7: Logistic regression (Part II)
This week we explore further topics in logistic regression are explored, including interpreting results when adjusting for other variables, and substantive interpretation of the results.

Required reading
Field chapter 19 (“Logistic Regression”).

Lecture 8: General overview of linear and logistic regressions
In this lecture we will go over the full process of the research method - starting from the beginning (formulating hypotheses) and finishing with the substantive interpretation of results. We will look at examples of studies that have applied linear and logistic regression, and critically analyse their methodological approaches and limitations.

Required reading
Field chapter 19 (“Logistic Regression”).

Lecture 9: Student Presentations
Groups of students will briefly present the main findings of a piece of research using logistic regression on social inequalities. Students must select research question, obtain appropriate data to examine their research questions, justify the use of their chosen dataset, manage and analyse data, and present technical and substantive findings.

Detailed instructions and allocation to groups will be given in Week 6.

Lecture 10: Overall Review
We will go over the notes from weeks 1-9. Please let us know of anything you would like us to go over again.

*Required reading*
Please review all material from weeks 1-9.

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**SPSS practical / Workshop Guide**

**Tutorial 1: The Research Method 1, Developing Hypotheses based on literature**

*Tutorial Tasks*
In this tutorial we will practice the first step of the Research Method, focusing on how to search for literature and critically evaluate and interpret results of published articles.

**Tutorial 2: The Research Method, Finding data to test hypotheses**

*Tutorial Tasks*
In this tutorial we will practice the second step of the Research Method by searching available data and finding the most appropriate dataset to test your hypotheses.

**Tutorial 3: Exploratory Data Analysis**

*Tutorial Tasks*
This is the first tutorial where we use SPSS to analyse data. We will provide the dataset and will guide you through the steps to some exploratory data analysis, Simple Regression, and Correlation.

**Tutorial 4: Multiple Regression I**

*Tutorial Tasks*
In this tutorial where continue using SPSS to do multiple regression, including checking the model assumptions, and model selection.

**Tutorial 5: Multiple Regression II**

*Tutorial Tasks*
In this tutorial you will be given a dataset and a social research question, and you must use multiple regression to analyse the data and answer the research question.

**Tutorial 6: Logistic Regression I**

*Tutorial Tasks*
In this tutorial we will go over setting up the model, and understanding the output when fitting simple logistic regression models in SPSS.

**Tutorial 7: Logistic Regression II**
Tutorial Tasks

In this tutorial we will fit more sophisticated logistic regression models in SPSS and will go over understanding the output.

Tutorial 8: Exploring a social inequality research question I

Tutorial Tasks

In this tutorial you will put to use all you’ve learnt in class and in the tutorials. You will be given data and a social research question, and you must use logistic regression to analyse the data and answer the research question.

Tutorial 9: Exploring a social inequality research question II

Tutorial Tasks

More practice in putting all you’ve learnt in class and in the tutorials to use. You will be given data and a social research question, and you must use linear and logistic regression to analyse the data and answer the research question.

Tutorial 10: Summary and review

Tutorial Tasks

In this tutorial we will summarise what we have learnt, and go through examples. We will go over any questions you may have.
Assignments and Assessments

Non-Assessed Essay Details
A 1,000 word essay on some aspects of the background literature on social inequality and secondary data sources to study it. To be handed out in week 2 and submitted in week 5.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

In addition to the non-assessed essay, you will be required to work in groups on a presentation on how to address a social inequality research question. This won’t be graded, but there is a 5% penalty if you don’t participate.

Assessed Coursework Details
A 2,000 word report on using linear regression to model social inequality.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be submitted online via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the ‘Submission of Coursework’ folder in the relevant section on the course Blackboard website.

Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must keep a copy of your submission receipt until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a ‘day’ is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnitIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:
Examination Details
This course includes a 2 hour examination in which you will be required to answer several questions on modelling social inequality.

Examination past papers are available online via My Manchester. Go to the ‘Exam Information’ portlet and click ‘Past Papers’ where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

3. FEEDBACK
All Social Statistics courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and made available via grademark (or whatever it is on blackboard).
- Written formative and summative feedback will be given on your assessed coursework, available via grademark (or whatever it is on blackboard).
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Additional Office Hours will be provided to discuss planning for coursework assessments. See p.2 above for times.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us
We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule
Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

SPSS Practical / Workshop Preparation
The practicals are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from them is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every practical. It is not acceptable to attend a practical without being fully prepared.

Attendance
You are expected to attend all lectures and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.
If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

**Email and Blackboard**

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.
5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: http://subjects.library.manchester.ac.uk/referencing

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference. All essays must include a References List which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

There is additional useful guidance on plagiarism and referencing in the Crucial Guide: http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, Citing it right, at: http://libassets.manchester.ac.uk/mle/introducing-referencing/

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, Original Thinking Allowed, at: http://libassets.manchester.ac.uk/mle/avoiding-plagiarism

plagiarism/
6. ASSESSMENT CRITERIA

Student’s work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>80% High First</th>
<th>70 – 80% First</th>
<th>60 – 69 % 2.1</th>
<th>50 – 59% 2.2</th>
<th>40 – 49% 3rd</th>
<th>&lt;40% (Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to question/co</td>
<td>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</td>
<td>Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</td>
<td>Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.</td>
<td>Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
<td>Partial answer to question, with major omissions. Weak understanding of the issues and considerabl confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</td>
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<tr>
<td>mpleteness of answer</td>
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<td>Structure</td>
<td>Excellent. Clear and logical progression through and between sections. All aims and outcomes clear.</td>
<td>Very good. Logical progression through and between sections.</td>
<td>Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.</td>
<td>Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project</td>
<td>Poor. Little logical progression through and between each section. Some sections not appropriate to the project as</td>
<td>Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome.</td>
</tr>
<tr>
<td>Research design and/or methods</td>
<td>Excellent. Design and method totally in alignment with objectives.</td>
<td>Very good. Design and method aligned well with objectives.</td>
<td>Good. Any faults are minor and do not detract from the overall quality of the project.</td>
<td>Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.</td>
<td>Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.</td>
<td>Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.</td>
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<td>Results and analysis or substantive analysis</td>
<td>Excellently presented. Results analysed &amp; interpreted at a level suitable for publication.</td>
<td>Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.</td>
<td>Well presented, with occasional flaws and minor errors only. Analysis &amp; interpretation mostly sound.</td>
<td>Moderately presented, but with some major flaws or several minor errors. Analysis &amp; interpretation moderate.</td>
<td>Poorly presented, several major flaws and/or many minor errors. Analysis &amp; interpretation contains significant deficiencies</td>
<td>Extremely poorly presented, with many major flaws and many minor errors. Analysis &amp; interpretation very poor or absent.</td>
</tr>
<tr>
<td>Overall presentation</td>
<td>Excellent throughout. All figures and tables clear with suitable legends/captions</td>
<td>Very good throughout, with only minor shortcomings</td>
<td>Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.</td>
<td>A few major flaws and/or several minor errors. Several figures or tables of poor quality</td>
<td>Some major flaws and/or frequent minor errors. Many poor quality figures/tables</td>
<td>Many major flaws and many minor errors. Overall poor presentation of figures and tables</td>
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<td>Use of literature and references</td>
<td>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</td>
<td>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</td>
<td>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</td>
<td>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</td>
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