SW 441 · Spring 2019 at a Glance

This is a suggested outline only. The instructor may change the topics or schedule as needed.

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics</th>
<th>Readings, Tutorials, Handouts, and Data</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1: January 28–February 3</td>
<td>Orientation to the Course, and A Trip Down Memory Lane</td>
<td><strong>Textbook</strong>&lt;br&gt;- Faherty, chapters 1 and 2&lt;br&gt;&lt;br&gt;<strong>Lynda.com Tutorials</strong>&lt;br&gt;- Excel 2013 Essential Training&lt;br&gt;  - Welcome (0:43)&lt;br&gt;  - Getting Started with Excel 2013 (29:37)&lt;br&gt;&lt;br&gt;<strong>Handouts</strong>&lt;br&gt;- Quantitative versus Qualitative&lt;br&gt;- Language of Research&lt;br&gt;- Language of Research Diagram</td>
<td>Class Survey Assignment Application Activity 1.1 Practice Quiz</td>
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<td>Week 2: February 4–10</td>
<td>Introduction to the Nature of Data and Coding Basics, and Descriptive Statistics</td>
<td><strong>Textbook</strong>&lt;br&gt;- Faherty, chapters 3, 5, and 6&lt;br&gt;&lt;br&gt;<strong>Lynda.com Tutorials</strong>&lt;br&gt;- Excel 2013 Essential Training&lt;br&gt;  - Entering Data (24:01)&lt;br&gt;&lt;br&gt;<strong>Data</strong>&lt;br&gt;- Student Surveys.pdf</td>
<td>Application Activities 2.1 and 2.2 Lab 1</td>
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<td>Week 3: February 11–17</td>
<td>Inferential Statistics</td>
<td><strong>Textbook</strong>&lt;br&gt;- Faherty, chapter 8&lt;br&gt;&lt;br&gt;<strong>Lynda.com Tutorials</strong>&lt;br&gt;- Excel 2013 Essential Training&lt;br&gt;  - 3. Creating Formulas and Functions&lt;br&gt;      - Sum and Average (3:25)&lt;br&gt;  - 4. Formatting&lt;br&gt;      - Creating and Using Tables (9:59)&lt;br&gt;  - 13. Pivot Tables&lt;br&gt;      - Creating Pivot Tables (8:36)&lt;br&gt;&lt;br&gt;<strong>Data</strong>&lt;br&gt;- 2017 Classroom Data—Excel&lt;br&gt;&lt;br&gt;<strong>Handouts</strong>&lt;br&gt;- Hypothesis Testing&lt;br&gt;- Statistical Tests&lt;br&gt;- Decision Tree</td>
<td>Application Activities 3.1 and 3.2 Lab 2 Quiz 1</td>
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| Week 4: February 18–24 | Bivariate Analyses: Crosstabulations, The Elaboration Model, and Chi Square | **Textbook**  
  - Faherty, chapter 9  
  **Lynda.com Tutorials**  
  - SPSS Statistics Essential Training  
    o Introduction (1:36)  
    o Getting Started  
      ▪ Touring the Interface (7:48)  
      ▪ Getting Help (2:52)  
      ▪ Reading Data...Spreadsheet (7:26)  
    o Descriptive Statistics for One Variable (15:14)  
**Data**  
- 2017 Classroom Data—Excel Handout  
- Elaboration Model | Application Activities 4.1 and 4.2  
Lab 3 |
| Week 5: February 25–March 3 | Hypotheses of Association: Understanding and Interpreting Correlations | **Textbook**  
  - Faherty, chapter 11  
  **Lynda.com Tutorials**  
  - SPSS Statistics Essential Training  
    o Statistics for Associations  
      ▪ Two Categorical Variables (5:58)  
**Data**  
- Suicide_Study.sav  
**Handout**  
- Interpreting Cramers V and Pearson r | Application Activities 5.1 and 5.2  
Lab 4  
Quiz 2 |
| Week 6: March 4–10 | Scattergrams and Linear Regression: The Basics | **Textbook**  
  - Faherty, chapter 10  
  **Lynda.com Tutorials**  
  - SPSS Statistics Essential Training  
    o 8. Statistics for Association  
      ▪ Correlation (5:23)  
**Data**  
- Suicide_Study.sav | Application Activity 6.1  
Lab 5  
**Proctored Midcourse Exam** (Monday–Friday) |
| Week 7: March 11–17 | Single System Designs | **Course Reserves**  
  - Rubin and Babbie, chapter 14  
  **Lynda.com Tutorial**  
  - SPSS Statistics Essential Training  
    o 7. Charts for Associations  
      ▪ Scatterplots (4:33)  
    o 8. Statistics for Association  
      ▪ Bivariate Regression (6:46) | Discussion 1  
Lab 6  
Quiz 3 |
<p>|                      |                                                                        | <em>Spring Break: March 18–24</em>                                                |                               |</p>
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<td>Week 8: March 25–31</td>
<td>Hypotheses of Difference: t-Tests and Analysis of Variance</td>
<td>* <strong>Textbook</strong>&lt;br&gt;• Faherty, chapters 12 and 13&lt;br&gt;• SPSS Statistics Essential Training&lt;br&gt;  ± 8. Statistics for Associations&lt;br&gt;  ‖ Comparing Two Means: Independent t-Tests (5:55)&lt;br&gt;  ‖ Comparing Paired Means: Paired t-Tests (6:05)&lt;br&gt;<strong>Data</strong>&lt;br&gt;• Suicide_Study.sav</td>
<td>Application Activities 8.1 and 8.2 Lab 7</td>
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<td>Week 9: April 1–7</td>
<td>Enhancing Program Performance with Logic Models</td>
<td>* <strong>Course Reserves</strong>&lt;br&gt;• University of Wisconsin, Cooperative Extension, “Developing a logic model” (PPT)&lt;br&gt;<strong>Handout</strong>&lt;br&gt;• University of Wisconsin, Logic Model Templates</td>
<td>Logic Model Quiz 4</td>
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<tr>
<td>Week 10: April 8–14</td>
<td>Using Data to Evaluate Programs: Formative and Process Program Evaluations</td>
<td>* <strong>Course Reserves</strong>&lt;br&gt;• Royse, Thyer, and Padgett, chapter 5&lt;br&gt;• Anngela-Cole, Circles Initiative, Lyon County Human Services, Final Evaluation Report (2010)&lt;br&gt;<strong>Handout</strong>&lt;br&gt;• University of Wisconsin, Logic Model Illustrating Program Evaluation</td>
<td>Discussion 2</td>
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<td>Week 11: April 15–21</td>
<td>How to Get your Message Across Using Charts, Pictures, and Graphs</td>
<td>* <strong>Textbook</strong>&lt;br&gt;• Faherty, chapter 4&lt;br&gt;<strong>Lynda.com Tutorials</strong>&lt;br&gt;• Excel 2013: Working with Charts and Graphs&lt;br&gt;  ± Creating a Chart (1:37)&lt;br&gt;  ± Modifying…Charts (6:23)&lt;br&gt;  ± Using a Line Chart (3:01)</td>
<td>Lab 8</td>
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<tr>
<td>Week 12: April 22–28</td>
<td>Understanding Qualitative Data: An Introduction to Content Analysis</td>
<td>* <strong>Course Reserves</strong>&lt;br&gt;• Berg and Lune, chapter 11</td>
<td>Discussion 3</td>
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<tr>
<td>Week 13: April 29–May 3</td>
<td>Proctored Final Exam</td>
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