

SS2027: SOCIAL STATISTICS AND RESEARCH METHODS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Social Statistics and Research Methods

Subject Code

SS - Social and Behavioural Sciences

Course Number

2027

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS2033 Research Methods for Behavioural Sciences

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to introduce students to the use of quantitative methods commonly employed in social sciences. It provides students with training on computer application, instruction in statistical techniques, and skills and expertise in research methods for social science research.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key concepts and major methodological approaches in social science research;	30	x		
2	Identify the merits as well as limitations of social science research;	10	x	x	
3	Apply basic statistical techniques used by social scientists in quantitative data analysis; and	40	x	x	
4	Write up a feasible research proposal.	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Lectures	Lecturers explain social research principles and statistical concepts.	2, 3, 4	
2	TLA2: Computer Workshops	Computer workshops: hand- on exercises are provided to help students familiarize with the SPSS software and performing statistical computation.	1, 2, 3	
3	TLA3: In-class Test	Students are required to attend an in-class test which includes multiple choice questions testing on students' understanding of the basic concepts.	2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: In-class test	1, 2, 3, 4	30	
2	AT2: Class Assignments(Individual / Group)	1, 2, 3	10	
3	AT3: Assignment on Statistical Analysis	3	20	
4	AT4: Group Research Proposal	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1.Group Research Proposal

Criterion

Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate# effective presentation.

Originality: Refers to original thinking, creativity, innovative analysis

Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues

Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information

English writing: Grammar, spelling, sentence construction, etc.

Referencing: Refers to the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism.

Excellent (A+, A, A-)

An excellent paper# very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good

Good (B+, B, B-)

A solid paper with reasonably good analysis and use of information.

Fair (C+, C, C-)

Documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good” .

Marginal (D)

Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research

Failure (F)

Does not demonstrate the minimum research effort and documentation# or substantial plagiarism

Assessment Task

2. Assignment on Statistical Analysis

Criterion

Organisation: Refers to format and presentation: logical structure.

Accuracy: Refers to the quality of computing statistics involved in addressing questions and issues.

Excellent (A+, A, A-)

An excellent paper# very good mastery of statistical concepts, with accurate computation and good presentation of results.

Good (B+, B, B-)

A solid paper with reasonably accurate statistical computation and presentation of results.

Fair (C+, C, C-)

Efforts are mostly adequate for a passing grade, ability to show relevant steps in the computation of results..

Marginal (D)

Barely a pass. Many serious flaws and shortcomings in computation of results.

Failure (F)

Does not demonstrate the minimum computational effort# or substantial plagiarism

Assessment Task

3. Class assignments

Criterion

Ability to apply relevant concepts and skills related to social statistics and research methods.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

4. In-class Test

Criterion

Scores of MCQ questions obtained.

Excellent (A+, A, A-)

75 marks or above

Good (B+, B, B-)

60 to 74 marks

Fair (C+, C, C-)

45 to 59 marks

Marginal (D)

40 to 44 marks

Failure (F)

Below 40 marks

Part III Other Information

Keyword Syllabus

The nature and scope of social research, Problem Formulation, Issues of Measurement, What is Research Design? Experimentation, Sampling and Survey Research, Questionnaire and Interviews, Observational and Unobtrusive Methods, Data Management, Idea of Descriptive Statistics, Introducing Inferential Statistics, Testing Differences between Population Means.

Reading List

Compulsory Readings

	Title
1	Gravetter, F., & Wallnau, L. (2013). Statistics for the Behavioral Sciences. 9th Ed. Belmont, Calif.: Wadsworth.
2	Neuman, W. L. (2011). Understanding research. Boston, MA: Pearson/Allyn and Bacon.

Additional Readings

	Title
1	Babbie, E. R. (2010). The Practice of Social Research (12th ed.). California: Wadsworth.
2	Blaxter, L., Hughes, C., & Tight, M. (2006). How to research (3rd ed.). England: OpenUniversity Press.
3	Gravetter, F. J., & Wallnau, L. (2011). Essentials of statistics for the behavioral sciences (7th ed.). CA: Wadsworth.
4	Healey, J. F. (2009). Statistics: A tool for social research (8th ed.). Australia: Wadsworth.
5	Holosko, M. J. (2006). Primer for critiquing social research: A student guide. Australia: Brooks/Cole.
6	Levin, J., & Fox, J. A. (2011). Elementary statistics in social research: The essentials (3rd ed.). Boston: Allyn & Bacon.
7	Miller, D. C., & Salkind, N. J. (2002). Handbook of research design and social measurement: A text and reference book for the social and behavioral sciences (6th ed.). Thousand Oaks, Calif.: Sage Publications.
8	Neuman, W.L. (2012) Basics of Social Research : Qualitative and Quantitative Approaches. Boston : Pearson.
9	Norusis, M. J. (2012). IBM SPSS statistics 19.0 guide to data analysis. Upper Saddle River, New Jersey: Prentice Hall.
10	Salkind, N. J. (2009). Exploring research (7th ed.). Upper Saddle River, New Jersey: Pearson/Prentice Hall Higher Education.