

Springfield College in Illinois
A Benedictine University Partner
Sociology 210-51 (IAI Code: S7 900)

Introductory Sociology (3 Cr.)
(Revised: 01/04/07)

Spring Term 2007
Roesch Computer Lab: L-26
Class Days: Mondays
Class Time: 6:00 – 8:45 p.m.

Instructor: Phillips
Office: L-106 Becker Library
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Office Hours:
MONDAY: 5:00 p.m. - 6:00 p.m.
TUESDAY: 11:45 a.m. - 1:00 p.m.
WEDNESDAY: 4:45 p.m. - 6:00 p.m.
THURSDAY: 9:15 a.m. - 10:30 a.m.; and 11:45 a.m. - 1:00 p.m.

I. COURSE DESCRIPTION: An introduction to the basic concepts and principles of sociology. This course is designed to expose the student to sociological theory and methods, to introduce students to leading thinkers in the field, and to give students an understanding of the relevance of sociology to contemporary social issues and problems.

II. REQUIRED TEXT: Barkan, Steven E., *Discovering Sociology: An Introduction Using ExplorIt*, 3rd ed.; Bellevue, WA: MicroCase, Inc, 2006.

- **CURRENT EVENTS:** [*The New York Times*](#) and [*The Times of London*](#) are available, free, on the *World Wide Web*. You should make it a regular practice to read one of these newspapers to keep current with national and international developments in sociology.

III. MISSION STATEMENT. The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership, and service in a diverse world.

IV. GOALS AND OBJECTIVES. (See Part VIII of this Syllabus for more detail.)

A. Goals: The overarching goals of this course are for students to gain:

- A broad understanding of the discipline of sociology and its relevance to contemporary social issues and problems; (**CSLOs:** CK-1; CK-2; GP-1; SD-1)
- An understanding of the origin and evolution of the discipline of sociology, including familiarity with the work of such European founders as Marx, Weber, Durkheim, and Spencer as well as the American tradition, beginning with the Chicago School; of sociological theories such as functionalism, conflict theory, modernization theory, symbolic interaction theory, and world systems theory; and of qualitative and quantitative methods of sociological research; (**CSLOs:** CK-1; CK-2; GP-1)
- The ability to apply sociological theory and research findings to an understanding of:
 - a. The role of individuals and groups in society; processes of socialization, deviance and conflict; and changes in population, ecology, and urbanization; (**CSLOs:** CK-1; CK-2; SR-1)
 - b. The nature of social stratification and issues of social inequality in class, race, ethnicity, and gender; (**CSLOs:** CK-1; CK-2; SR-1; SR-3)
 - c. The functions of social institutions such as marriage and the family, education, religion,

politics and economics, and medicine and health care; (CSLOs: CK-1; CK-2; SR-3)
d. The sources of similarities and differences in the human experience from a cross-cultural and global perspective. (CSLOs: GP-1; CK-1; CK-2; SR-1; SD-1)

B. Common Student Learning Objectives (CSLOs)

Content Knowledge (Lifelong Learning)

CK-1 Know and apply the central concepts of the subject matter

CK-2 Use current research to support assumptions and beliefs

CK-3 Use technology to enhance learning

Communication Skills (Lifelong Learning and Leadership)

CS-1 Communicate effectively in oral and written forms

Problem-Solving Skills (Lifelong Learning and Leadership)

PS-1 Use inquiry and collaboration to solve problems

PS-2 Seek information and develop an in-depth knowledge base, grounded in research
PS-3 Use self-reflection to enhance personal growth and understanding of content

Social Responsibility (Service and Leadership)

SR-1 Evaluate how choices and actions affect others

SR-2 Make ethical and informed decisions

SR-3 Develop good citizenship

Global Perspectives (Diversity)

GP-1 Recognize the importance of diversity of opinion, abilities, and cultures

Self-Direction and Personal Growth (Lifelong Learning)

SD-1 Develop a sense of intellectual curiosity

C. Course-Based Student Learning Objectives (CBSLOs). See **Section VIII** of the syllabus for the listing of course-based student learning objectives as they relate to each assignment.

V. CONDUCT OF THE COURSE/TEACHING METHODS: As an experiment with alternative learning styles, this course has been specially designed as a *self-paced* series of projects. Lab assignments may be completed at your own pace as long as you meet the minimum requirements set out for each class. That is, you may get “ahead” of others in the class, but you must not fall behind the established schedule. The enrollment in the class has also been limited so as to give the instructor greater flexibility in working with students individually as they encounter difficulties in analyzing data or writing up findings.

VI. COURSE REQUIREMENTS:

- A. ATTENDANCE POLICY:** Students are required, under College policy, to attend all classes. Absence from class does NOT excuse you from any assignment nor does it excuse you from tests or quizzes that might be given.
- B. ACADEMIC INTEGRITY:** All work must be the original work of the student who submits it. Plagiarism, cheating, or stealing of exams will result in failing grades, suspension from the class, or expulsion from the College.
- C. STATISTICS, LABORATORY ANALYSES, AND CRITICAL THINKING:** Competent thinking about society, social problems, and sociology requires far more than sound bites, a newspaper or two, and personal opinions (which very often have little or no basis in fact). A sound knowledge and understanding of sociological theory and practice are essential components of critical thinking. Equally essential is an understanding of the many variables that come into play when we talk of social problems and their potential solutions. The lab exercises explore a range of sociological issues and use current survey and census data for both univariate and multivariate analysis. Each exercise provides a narrative background to the topic, poses a problem, and requires you to analyze the data, answer specific questions about the results, and draw conclusions from your analysis. The statistical techniques used in the exercises include:

- Correlation and regression; Cross-tabulation of data;

- Tests of significance; Measures of association;
 - Mapping and graphical techniques.

In order to receive credit (20 points per exercise), you must complete the exercises in (or in advance of) the week assigned. **No more than 15 points** will be allowed for exercises that are submitted late.

VII. MEANS OF EVALUATION/GRADING SYSTEM

		<u>Course Grade:</u>
Lab Exercises:	340 points	A = 576 points
Two Unit Exams:	200 points	B = 512 points
Final Exam	100 points	C = 448 points
Total	640 points	D = 384 points
		E < 384 points

STUDENT PRIVACY: *Your work in this course is a private matter between you and me.* That privacy is protected by **Federal Law (PL 93-380)**. Anything relating to this course must be discussed with me, in person. You may see me before or after class or you may make an appointment to see me in my office. **I do NOT discuss academic work over the telephone.** Consistent with **PL 93-380**, **I also do NOT discuss your academic work with anyone other than an officer of the college.**

VIII. TOPICAL COURSE OUTLINE, COURSE CALENDAR, AND WEEKLY ASSIGNMENTS

WEEK:	ASSIGNMENTS:
WEEK 1: 1/15/07	MARTIN LUTHER KING HOLIDAY – No Class
WEEK 2: 1/22/07	Introduction to the course, review of the syllabus, and overview of the computer lab equipment and procedures. Ch. 1. The Sociological Perspective ANALYTICAL TASKS: Mapping. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Comparative State Data Files. (CK-2; CK-3; SD-1) TOPICS: Illustration of the sociological perspective through analysis of murder rates by demographic variables such as region, poverty level, and education. (CK-1; CK-2; CK-3; PS-1; PS-23; PS-3; SR-1)
WEEK 3: 1/22/07	Ch. 2. Culture and Society ANALYTICAL TASKS: Mapping, Univariate, and Multivariate Analysis (Regression). (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data Files, Comparative State Data Files, and National Opinion Research Center’s General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Discussion of material culture through the cross-national analysis of telephone and TV availability; of religion as non-material culture through analysis of attitudes toward God and church attendance; of cultural distributions within the US by nationality and region; of attitudes toward success and the future as aspects of non-material culture within the US. (CK-1; CK-2; CK-3; PS-1; GP-1; PS-23; PS-3; SR-1)

<p>WEEK 4: 2/5/07</p>	<p>Ch. 3. Socialization ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Cross-tabulation, Auto-Analyzer. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-national data files; NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of socialization of children; attitudinal and practical variances in socialization within the US by marital status, educational level, region, family size, race, and religion. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>Ch. 4. Groups and Organizations ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Historical Trends, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data Files, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Illustration of the role of primary and secondary groups in sociological analysis. Cross-national analysis of attitudes toward family and religion; comparative state analysis of organizational membership in the US by region, educational level, and income level as well as through the analysis of historical trends. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 5: 2/12/07</p>	<p>Ch. 5. Deviance, Crime, and Social Control ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Historical Trends, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data Files, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of suicide rates; comparative analysis of crime and deviance in the US by region, race, degree of urbanization, gender of head of household, education, and historical changes across time. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>Ch. 6. Social Stratification ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Cross-tabulation, Univariate. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data Files, Comparative State Data, NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of such issues as infant and maternal mortality; attitudinal “investment” in society, views of the appropriate role of government, and the analysis of material culture such as cell phones and other technology as indicators of income and prestige levels. Issues of social mobility. Relevance of functionalism and conflict theory to the analysis of the data both in the United States and in cross-national studies. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 6: WEEK 7: 2/26/07</p>	<p>2/19/07: PRESIDENTS' DAY – No Class</p> <p>Ch. 7. Race and Ethnicity ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Historical Trends, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data, Historical Trends Data. (CK-2; CK-3; SD-1) TOPICS: Attitudinal analysis of anti-Semitism, racism, anti-foreigner sentiments; and anti-Muslim sentiments by region (in the US) and by nation (cross-national). Post-<i>September 11, 2001</i> attitudes in the US toward immigrants and immigration policy. Comparative state analyses of racial “satisfaction with life” variables such as health, welfare, income, and education. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>EXAM # 1: CHAPTERS 1, 2, 3, AND 4.</p>

<p>WEEK 8: 3/5/07</p>	<p>Ch. 8. Gender and Gender Inequality ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Historical Trends, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Cross-cultural differences in gender and gender inequality; comparative state analyses of gender and gender inequality in the US; Analyses of gender, employment rates, and abortion rates by region; “Life-Chances” analyses by income level, educational level, gender, family size, and female-employment status. Historical trend analysis of attitudinal change toward social issues affecting women. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>Ch. 9. Sexuality ANALYTICAL TASKS: Mapping, Univariate, Scatterplot, Cross-tabulation, Historical Trends. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Nations, GSS, History. (CK-2; CK-3; PS-2; GP-1; SD-1; SR-1) TOPICS: Attitudes toward sexual practices in comparative perspective; marriage and other sexual partnerships; marital, premarital, and extra-marital relations; homosexuality; attitudes toward family planning and birth control; influence of education, social class, and religiosity upon sexual attitudes and practices. (CK-2; CK-3; PS-2; GP-1; SD-1; SR-1)</p>
<p>WEEK 9:</p>	<p>3/12/07SPRING BREAK—No Class</p>
<p>WEEK 10: 3/19/07</p>	<p>Ch. 10. Age and Aging ANALYTICAL TASKS: Mapping, Univariate, Scatterplot (Regression), Cross-tabulation, Historical Trends. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data; Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Age and aging in international perspective; comparative analysis of age and aging in the American states. Analyses of attitudinal differences, by age, about such issues as sex education in schools, divorce, premarital sex, homosexuality, and drug use. Cross-national analysis of life expectancy based upon GDP per capita, caloric intake, and physical and social activity level. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>Ch. 11. The Family ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Cross-tabulation, Historical Trends. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of attitudes toward marriage, extra-marital relations, and homosexuality. Comparative state analyses (in the US) of the regional distribution of marriage rates, divorce rates, marital happiness rates, rate of divorces among parents of respondents, and cross-tabulations of divorce rates with a measure of religiosity. Historical trend analyses of change in happy marriage rates as well as in the extent of premarital and extramarital sex. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>

<p>WEEK 11: 3/26/07</p>	<p>Ch. 12. Education and Religion ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: International differences in education and its correlates; regional variances in education in the US; religion and religious beliefs in international perspective; and religious variance in the United States. Correlations of education levels with health, contraception, occupational prestige. Correlates of religiosity with national birth rates, educational level, disciplinary practices in child rearing, attitudes toward abortion, and attitudes toward the appropriate role of women in the family. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p> <p>Ch. 13. Work and the Economy ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national comparison of national economies and “life chances;” work and employment in the United States. Cross-national analyses of agricultural dependence and poverty, infant mortality, educational attainment, and life expectancy. Regional variances in the United States in types of employment, availability of public transportation, length of daily commutes, affirmative action policies, racial discrimination, and reverse discrimination. Cross-national analysis of the work ethic, work availability, and self-esteem. Discussion of Max Weber’s thesis regarding the protestant ethic and the spirit of capitalism. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 12: 4/2/07</p>	<p>EXAM # 2: CHAPTERS 5, 6, 7, 8, 9, AND 10. (One-Hour Exam) Short Break following the exam. Remainder of the class time: Ch. 14. Politics and Government (assignment continues on Page 7). ANALYTICAL TASKS: Mapping, Cross-tabulation, Scatterplot (Regression), Historical Trends, Univariate. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of civil rights and liberties. Distribution of governments by level of democratization or by degree of authoritarianism. The 2000 presidential election in the United States and voting distributions by region, race, median family income, educational level, political ideology, and religiosity. Historical trend data for electoral politics as affected by selected socioeconomic and demographic variables. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 13: 4/9/07</p>	<p>Ch. 15. Health, Illness, and Medicine ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Cross-tabulation, Historical Trends. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, NORC General Social Survey Data, Historical Trend Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analysis of infant mortality, smoking and health, alcohol consumption and health, distribution of AIDS and sexually transmitted diseases, weight (malnutrition and obesity) and health, education and health. Cross-national and regional (US) distributions of specific diseases such as heart disease, cirrhosis, lung cancer, and syphilis. Consumption of health services by poverty level and by availability of health insurance in cross-national perspective. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>

<p>WEEK 14: 4/16/07</p>	<p>Ch. 16. Population & Urbanization ANALYTICAL TASKS: Mapping, Scatterplot (Regression), Univariate, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross National Data, Comparative State Data, NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Cross-national analyses of population size and its correlation with fertility, GDP per capita, contraception use, agricultural dependence, and infant mortality. Comparative analyses of the American states along the dimensions of teen motherhood, poverty level, educational attainment, and religion. Comparative state analyses of extended family relationship by percent urban. Cross-national analyses of urbanization and attitudes toward controversial behaviors such as premarital sex, homosexuality, and prostitution. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 15: 4/23/07</p>	<p>Ch 17. Social Change & Modernization ANALYTICAL TASKS: Scatterplot (Regression), Mapping, Historical Trends, Univariate, Cross-tabulation. (CK-2; CK-3; PS-1; PS-2) USING DATA FILES: Cross-National Data, Comparative State Data, Historical Trends, NORC General Social Survey Data. (CK-2; CK-3; SD-1) TOPICS: Discussion of globalization and modernization. Cross-national analyses of modernization and life chances along the dimensions of GDP per capital, infant mortality, maternal mortality, death rate, alcohol and drug use, and cigarette consumption. Modernization and technological developments such as auto use, electric consumption, and greenhouse gases. Modernization and its relationship to issues of racial, ethnic, and gender inequality. Comparative analysis of the American states in terms of historical trends of various controversial behaviors (homosexuality, premarital and extramarital sex, marijuana use, smoking, and alcohol consumption). Historical trend analyses of the states in terms of political ideology, anomie, women in the work force, gender and racial issues in politics and in holding political office, religiosity and atheism, and interracial marriage. (CK-1; CK-2; CK-3; GP-1; PS-1; PS-23; PS-3; SR-1)</p>
<p>WEEK 16:</p>	<p>Review, as necessary. Final Examination: CHAPTERS 11, 12, 13, 14, 15, 16, 17</p>

IX. AMERICANS WITH DISABILITIES ACT (ADA): Springfield College in Illinois provides individuals with documented disabilities reasonable accommodation to participate in educational programs, activities, and services. Students with documented disabilities requiring accommodations to participate in class activities or meet course requirements should make appropriate arrangements with the Director of the Resource Center as early as possible. Failure to request accommodations promptly (that is, within the first week of class) may result in denial of the request.

X. ASSESSMENT. Goals, objectives, and learning outcomes that will be assessed in this course are stated in Sections IV and VIII of the syllabus. All of your written work will be evaluated to determine your success in meeting those goals, objectives, and learning outcomes.

XI. ILLINOIS ARTICULATION INITIATIVE. SOC 210—Introductory Sociology has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for the following course: **S7 900: Introduction to Sociology. (3 semester credits).**

STATISTICS: Some Helpful Hints

1. Levels of Data:

- **NOMINAL** level data: (**NOM** = French word for NAME). Nominal level data are data that are accumulated on a variable that cannot be added, subtracted, or shown to be “larger than” or “smaller than.” Nominal level data are associated with variables such as:
 - GENDER (Male Or Female);
 - POLITICAL PARTY (Democratic, Republican, Welsh Nationalist, Christian Socialist, &c)
 - POLITICAL IDEOLOGY (Conservative Or Liberal)
 - RACE (White Or African-American)
 - ETHNICITY (Italian, Chinese, Polish, Irish, &c)
 - RELIGION (Catholic, Protestant, Buddhist, Taoist, &c)

- **ORDINAL** level data: There is a logical hierarchical ORDER (that is, “higher or lower” or “more than or less than”) to the arrangement of the variables upon which data are collected. The variables cannot be added or subtracted. We also cannot tell exactly how much difference there is between the categories of the variable. Nevertheless, the variables can be arranged in some way, such as the following:
 - HIGH to LOW;
 - MORE THAN or LESS THAN;
 - RARE, MEDIUM RARE, MEDIUM, MEDIUM WELL, WELL DONE;
 - VERY GREAT, GREAT, SO-SO; NOT SO GOOD; REALLY ROTTEN
 - BIG STINK, MEDIUM STINK, LITTLE STINK.
 - VERY STRONG, STRONG, MODERATE, WEAK, VERY WEAK

Notice that we cannot tell **precisely** what the difference is between a RARE steak and a MEDIUM rare steak. We CANNOT assign a specific percentage to the difference between a really BIG STINK and a mere LITTLE STINK.

- **INTERVAL** level data. For the purposes of this course, the intervals that you will encounter are percentages or whole numbers. Interval level data for this course are also arranged on a GRAPH with an X (Independent) and a Y (Dependent) axis. Thus, the PER CAPITA INCOME (an actual dollar amount) can be displayed on the X (Independent) axis and the PERCENTAGE OF SUBSTANDARD HOUSING within a state can be displayed on the Y (Dependent) axis.

Notice that we are using whole numbers or percentages. These numbers or percentages can be added or subtracted. Thus we can tell precisely the difference between a per capita income of \$200 and one of \$2,000. Similarly, we can tell the precise difference between a state that has 3.5% of its housing that is substandard and one that has 7.75% of its housing that is substandard.

2. Variables and Statistics:

- For this course, *the correlation coefficient, Pearson’s r* is used with graphical displays of data (that is, data arranged on the X and Y axes). When displayed graphically, the data are **INTERVAL LEVEL** on **both the X and the Y axes**.
- *Pearson’s r* is also used with the mapping function to measure the degree of similarity between two maps.
- *Cramer’s V* , a measure of association, is used **ONLY** with tables of data in the cross-tabulation function. When data are displayed in a cross-tabulation, the data can be either Nominal or Ordinal for the Independent and Dependent Variables. It is also possible that one variable may be Nominal and the other one Ordinal.

Interpreting the Statistics

Keep this reference guide in your textbook. It will save you time in looking up the values of the statistics when you are working on the exercises.

1. *Pearson's r*, the correlation coefficient: This statistic is used with *Interval Level* data.

<u>Numerical Value:</u>	<u>Interpretation</u>
>.60	strong relationship
.30 to .60	moderate relationship
< .30	weak relationship

2. *Cramer's V*: This statistic is used with *Nominal Level* or *Ordinal Level* data.

<u>Numerical Value:</u>	<u>Interpretation</u>
.30 or higher	strong relationship
.10 to .30	moderate relationship
.00 to .10	weak relationship

3. **Statistical Significance**

One asterisk (*) means that the findings are significant at the **.05 level**.

Two asterisks ()** mean that the findings are significant at the **.01 level**.

REMINDER:

DO NOT confuse statistical significance (Section 3, above) with the strength of association between or among variables (Sections 1 and 2, above).

Prereading a Textbook Chapter

Kate Kinsella

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Prereading a textbook chapter is an active learning strategy that can improve the “communication” between the textbook author and the student. Through prereading, the student develops a mental outline for the entire chapter. This outline is the framework whereby concepts new to the student can be readily learned during more thorough chapter reading or classroom lecture. Prereading allows the student to develop a realistic study plan by providing insight into the length and level of difficulty of the chapter.

I provide the following steps to my students to explain how to pre-read their text.

How to Preread a Textbook Chapter

- 1. Read the chapter title.** The title provides the overall theme of the chapter.
- 2. Read the introduction or first paragraph.** The introduction or first paragraph gives the reader an idea of what the material is about.
- 3. Read each major heading.** The boldface heading will tell the reader what is contained in the section below the heading.
- 4. Read the first sentence of each paragraph.** The first sentence often states the central thought of the paragraph. However, be aware that in some material the first sentence may function as a transition or lead-in statement. When this occurs, read the second sentence of the paragraph to determine the central thought.
- 5. Note any typographical aids.** Notice words in *italic* type or in **boldface** type. Use of a typographical aid indicates that the term or sentence is important.
- 6. Note any visual aids.** Notice any material that is numbered, lettered, or presented in list form. Graphs, charts, pictures, diagrams, and maps are other means of emphasizing what is important in the chapter.
- 7. Read the last paragraph or summary.** The last paragraph or summary gives a condensed view of the chapter and helps the reader identify the main points in the chapter.
- 8. Quickly read any end-of-chapter material.** If there are study questions, read through them quickly. They will indicate what is important in the chapter. If a vocabulary list is included, skim through the list rapidly to identify important items.

Chapter Prereading Worksheet

To actively guide their prereading, I give students the following worksheet of questions. By answering the questions on this worksheet while prereading, students are able to develop a realistic reading and study plan.

1. What is the chapter title?
2. What does the introduction or first two paragraphs tell you about what the chapter will cover?
3. What information is included in the chapter summary or last paragraph?
4. What kinds of visual aids are included in the chapter?
5. List any vocabulary that is written in *italic* or **boldface** type in the first section of the chapter.
6. Are there study questions at the end of the chapter?
7. Is there a vocabulary list at the beginning or the end of the chapter?
8. What is the level of difficulty of the chapter? Very difficult? Somewhat difficult? Easy?
9. How many pages are included in the chapter?
10. Estimate the time it will take you to read the entire chapter.
11. What is your reading and study plan? Will you read the chapter all at once or will you break it down into two or three study sessions?
12. Where do you plan to read this chapter?
13. When do you plan to read this chapter?

Editorial Note:

This article is adapted from the “Perspectives in Learning” brochure published by Benjamin-Cummings (1995). Please feel free to copy and distribute this article to your students. We ask that you include this credit line on all copies that you make, but no further reprint permission is required.

