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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2009CCJ
COURSE TITLE	Statistics for Social Research
ACADEMIC ORGANISATION	CCJ School of Criminology and Criminal Justice
TRIMESTER	Trimester 1 2022
MODE	Blended
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Course Description:

This course provides a solid introduction to applied statistics for students in criminal justice and related fields. The course covers both descriptive and inferential statistics, and students learn to use Microsoft Excel for statistical analysis. Prior Assumed: NIL Prerequisites: NIL Co-requisites: NIL Incompatible: 1003PSY Research Methods and Statistics and CCJ29 Statistics for Social Research

Assumed Background:

No assumed background. However, the completion of 1009CCJ is useful.

1.2 Course Introduction

Students in this course will be taught to identify when certain statistical techniques are appropriate, and how to perform, interpret and present these analyses. This will enable students to be more discerning consumers of the research literature and also prepare them to carry out their own research projects. Students will be taught to analyse data using Microsoft Excel. These skills are highly sought after by employers.

Contact Summary

Due to the unpredictable circumstances of COVID-19, delivery of this course is planned for on-campus students with options in place if there is a lockdown to maximise the health and safety of students (and staff) at this time. In times of lockdown, all on-campus classes will be delivered remotely via BB Collaborate or Teams, and Discussion Board. See official Griffith University and School announcements for updates, and the Learning@Griffith course site for specific instructions.

The course is conducted on campus (Mt Gravatt and Gold Coast) and online. Online resources are provided to all students through Learning@Griffith. This includes recorded lectures, additional course content, information about assessment, and assessment results. All communication between teaching staff and students is through Learning@Griffith and students' official university emails. Consequently, it is important for you to regularly check Learning@Griffith and your student email.

On campus students

On campus class contact consists of online content (including recorded mini-lectures), plus a two-hour tutorial each week. Tutorials commence in Week 1. Regular class attendance is expected. Students who believe that they will be unable to attend regularly should enrol as online students at the outset of the course. A monitored discussion board through Learning@Griffith will also be available.

Online students

In addition to the Learning@Griffith resources, online students will be provided with online content (including recorded mini-lectures), a two-hour online tutorial (via Blackboard Collaborate) starting in Week 1, as well as a monitored discussion board through Learning@Griffith.

Previous Student Feedback

The following quotes are from students who completed course evaluations (SECs) for 2009CCJ, in response to the question,

"***What did you find particularly good about this course?***":

"I was extremely intimidated by statistics at the beginning of the course, but the way that this class was structured was fantastic. Each week built on the ones before, so it was just a matter of working through the content. I felt that the textbook was extremely helpful in explaining the concepts in a bit more depth than class time would allow, and the assessments were good because they got us to apply our knowledge in a practical way and receive feedback for us to work on."

"Well organised slides and tutorials. All necessary information/concepts were clarified well."

1.3 Course Staff

Primary Convenor **Dr Michelle Sydes**

EMAIL	m.sydes@griffith.edu.au

1.4 Timetable

Timetables are available on *the Programs and Courses website*.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's Lecture Capture Policy.

However there are no lectures offered with this course.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

The aim of this course is to provide students with the knowledge and skills to analyse quantitative social science data. This course has been designed for students with little or no prior knowledge of statistics. After completing this course students should be familiar with both descriptive and inferential statistics and be able to perform analyses using Microsoft Excel.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1 explain in depth basic concepts of measurement of data, sampling distributions and variability

2 demonstrate how to operate data management and statistical software in order to manipulate data and generate statistical output

3 select the correct descriptive and inferential analysis based on the type of data, data assumptions and the research question given

4 interpret tables and other statistical output in the context of analysis (determining the correct next step in a procedure) and to answer the research question (being able to translate statistical material for a reader)

5 report statistical findings appropriately

2.3. Graduate Attributes

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative, creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to The Griffith Graduate policy.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•

Additional Course Information on Graduate Attributes

Professional Skills
Students undertaking this course will be equipped with skills that will enable them to:

1. work with widely used data management and statistical software
2. work with quantitative data, from entering data into spreadsheets to analysing and interpreting statistical findings
3. understand the limitations associated with data sampling and the inferences that can be drawn from research findings
4. effectively communicate statistical analysis results in writing to a wide audience.

Students are required to address all learning outcomes to successfully complete the course.

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the Reading List.

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the Reading List.

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Academic Integrity Tutorial: This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

Griffith Information Technology Code of Practice.

3.5 Other Learning Resources & Information

UNIVERSITY SUPPORT RESOURCES

The University provides many support services to assist students in their studies:

- Thrive Online
- Study Skills
- Student Support Services.

Learning Assistance
Information Services provides support through a range of information and technology-based services. The study skills resources at http://www.griffith.edu.au/library/workshops-training/self-help-resources include self-help tasks such as library orientation, computing, researching, writing, presenting and referencing. These learning skills contribute to the development of generic skills detailed in the characteristics of the Griffith Graduate. Information assisting you in embedding the graduate attributes into your course/s can be found here:http://www.griffith.edu.au/learning-teaching/student-success/graduate-attributes.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
14 Mar 22	**Why analyse data? (Online content and lab session):** the logic of research, research questions & hypotheses, using statistics in the real world	1, 3
21 Mar 22	**Where does data come from? (Online content and lab session):** Sampling, levels of measurement, questionnaire construction, structure of data	1, 2, 3
28 Mar 22	**How to visualise and report data? (Online content and lab session):** Frequency tables, graphs, reading statistical reports, comparative statistics	2, 3, 4, 5
4 Apr 22	**How to describe data numerically? (Online content and lab session):** Measures of central tendency, measures of dispersion, normal distributions	2, 3, 4
18 Apr 22	**How to describe relationships: chi-square? (Online content and lab session):** dependent and independent variables, cross-tabulations, chi-square	2, 3, 4
25 Apr 22	**How to describe relationships: strength/direction? (Online content and lab session):** measures of association	2, 3, 4
2 May 22	**How to make inferences: confidence intervals? (Online content and lab session):** assumptions for inferential analyses, hypothesis tests, confidence intervals	1, 2, 3, 4
9 May 22	**How to make inferences: mean differences? (Online content and lab session):** assumptions, z-tests & t-tests	2, 3, 4
16 May 22	**Group projects (Online content and Lab session):** Group work on group project	1, 2, 3, 4, 5
23 May 22	**How to make inferences: ANOVA? (Online content and lab session):** assumptions, ANOVA analyses	2, 3, 4
30 May 22	**How to make inferences: regression? (Online content and lab session):** introduction to multivariate analysis, concept of control, OLS regression	1, 3
6 Jun 22	**Bringing it all together (Online content and lab session):** reading statistical reports, course review, exam prep	1, 2, 3, 4, 5

4.2 Other Teaching and Learning Activities Information

The content of the course provides a thorough introduction to statistics and data management/statistical software. The course comprises lectures, tutorials and assessment tasks. The lectures will concentrate on teaching students the basic principles of quantitative data analysis. This will include the rationale for performing the analysis, the assumptions of the analysis and computer outputs to aid in the interpretations of the analysis. The tutorial exercises will provide students with practical experiences using relevant software and also examples of the analysis and interpretation of social research.

There will be two hours of formal contact per week. Each week there a series of mini-lectures for you to watch and take notes and readings to complete. You will need to do these before your two-hour tutorial. For on campus students, tutorials will be held in the computer laboratories; for online students, these run through Blackboard Collaborate. Tutorials are compulsory.

In order to complete the exercises, it will be necessary for you to spend time outside formal contact hours using the statistical software. Thus, **students will require access to the statistical software used in this course**.

This trimester, we will be using **Microsoft EXCEL**.The University has a number of computer laboratories which you can use. Otherwise, (1) Microsoft EXCEL is available via the university (https://studenthelp.secure.griffith.edu.au/app/answers/detail/a_id/3083). Information about this will be provided on Learning@Griffith for this course.

FAILURE TO OBTAIN A WORKING COPY OF THE SOFTWARE WILL NOT BE ACCEPTED AS A VALID REASON FOR LATE SUBMISSION OF ASSIGNMENTS.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see **5.2 Assessment Detail** below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Portfolio - evidence Research log (x10)	21 Mar 22 - 13 Jun 22 09:00 Monday 9am	30%	100 marks (x10)	1, 2, 3, 4	
Assignment - Written Assignment Research project report	23 May 22 09:00 2500 words	40%	100 marks	2, 3, 4, 5	
Exam - selected response Final exam	23 Jun 22 07:00 - 25 Jun 22 17:00 Open for 3 days, once started must be completed in 90minutes	30%	60 marks	1, 3, 4, 5	

5.2 Assessment Detail

Title: Research log (x10)
Type: Portfolio - evidence
Learning Outcomes Assessed: 1, 2, 3, 4
Due Date:
21 Mar 22 - 13 Jun 22 09:00 Monday 9am
Weight: 30%
Marked out of: 100
Task Description:
The research log consists of weekly activities, ranging from exercises, short-answers, and reflections. Students must complete 10 weekly tasks from Weeks 1 to 12. Each task will be marked out of 10 (for a total of 100).

The weekly activities will be available on the Learning@Griffith course site. Tasks will be submitted either via the "quiz" tool or the "assignment" tool in the course site. Further submission instructions will be available on the course site. If more than 10 tasks are completed, the **10 highest scoring** will be counted in the total.

Weekly tasks are due by 9am Monday the following week.

Criteria & Marking:
The weekly activities will be marked on understanding of content, demonstrated engagement, and quality of response.

Submission: Via the 'Assignments' tool in Learning@Griffith. Via the 'Assignments' or 'Quiz' tool in Learning@Griffith

This assessment item:
- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Research project report
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 2, 3, 4, 5
Due Date:
23 May 22 09:00 2500 words
Weight: 40%
Marked out of: 100
Task Description:
Working in small groups, students will complete a small research project in which students will collect and analyse data, using techniqes in the course. Full details will be provided on the Learning@Griffith course site, and further discussed in class (either on-campus or online). The research project has two parts that must be submitted:

(1) a small *group* report (30%) of 2,000 to 2,500 words.

(2) a *peer* assessment exercise (10%) on your contribution to the group's work.

All parts will be submitted via the "Turnitin" tool on the Learning@Griffith course site by the due date/time.

Criteria & Marking:
Students will be assessed on their understanding of content, demonstrated application of statistical techniques, the quality of the reflection and the quality of the written communication. Students will also be assessed on their contribution to the group's work.

Submission: Text Matching Tool - Turnitin.

This assessment item:
- is a school based activity
- is a group activity
- includes a self assessment activity
- does not have a resubmission provision

Title: Final exam
Type: Exam - selected response
Learning Outcomes Assessed: 1, 3, 4, 5
Due Date:
23 Jun 22 07:00 - 25 Jun 22 17:00 Open for 3 days, once started must be completed in 90minutes
Weight: 30%
Marked out of: 60
Duration: 90 minutes
Exam Type: Open Book
Exam Format: Online (Non-ProctorU)
Task Description:

Students will complete a final exam of 60 multiple-choice/true-false questions to be completed in 90 minutes. Questions will focus on statistical/data literacy. Each question is worth 1 mark. The exam is open-book, administered online via the 'quiz' tool in the Learning@Griffith course site. Questions will be randomly assigned from a larger pool and presented in random order. A declaration of academic integrity will be required to access the exam.

The exam will open between the start and finish due dates. It must be completed in a single sitting of 90 minutes or less. Once started, the exam cannot be completed at a later date.

Criteria & Marking:

Students will be assessed on the accuracy of their responses.

Submission: Via the 'Assignments' tool in Learning@Griffith. Via the 'Quiz' tool in Learning @Griffith

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the Assessment Procedure for Students.

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the Assessment Procedure for Students for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the Policy Library

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the Griffith Policy Library.

Specific assessment policies include:

- Assessment Policy
- Assessment Procedure for Students

CCJ School of Criminology and Criminal Justice

Assessment Guidelines

The American Psychological Association (APA) Referencing Style is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the Copyright Guide for Students for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the Health, Safety and Wellbeing website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the Griffith Policy Library. Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- Student Communications Policy
- Health, Safety and Wellbeing Policy
- Student Administration Policy
- Student Charter
- Student Review and Appeals Policy
- Student Review and Appeals Procedures
- Student Complaints Policy
- Students with Disabilities Policy

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

1 explain in depth basic concepts of measurement of data, sampling distributions and variability
2 demonstrate how to operate data management and statistical software in order to manipulate data and generate statistical output
3 select the correct descriptive and inferential analysis based on the type of data, data assumptions and the research question given
4 interpret tables and other statistical output in the context of analysis (determining the correct next step in a procedure) and to answer the research question (being able to translate statistical material for a reader)
5 report statistical findings appropriately

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Why analyse data? (Online content and lab session)	●		●		
Where does data come from? (Online content and lab session)	●	●	●		
How to visualise and report data? (Online content and lab session)		●	●	●	●
How to describe data numerically? (Online content and lab session)		●	●	●	
How to describe relationships: chi-square? (Online content and lab session)		●	●	●	
How to describe relationships: strength/direction? (Online content and lab session)		●	●	●	
How to make inferences: confidence intervals? (Online content and lab session)	●	●	●	●	
How to make inferences: mean differences? (Online content and lab session)		●	●	●	
Group projects (Online content and Lab session)	●	●	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
How to make inferences: ANOVA? (Online content and lab session)		●	●	●	
How to make inferences: regression? (Online content and lab session)	●		●		
Bringing it all together (Online content and lab session)	●	●	●	●	●
ASSESSMENT TASKS					
Research log	●	●	●	●	
Research project report		●	●	●	●
Final exam	●		●	●	●

Graduate Attributes

For further details on the Griffith Graduate please click here

Griffith University prepares influential graduates to be:

- Knowledgeable and skilled, with critical judgement
- Effective communicators and collaborators
- Innovative, creative and entrepreneurial
- Socially responsible and engaged in their communities
- Culturally capable when working with First Australians
- Effective in culturally diverse and international environments

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities			
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments			