FCS 380 Handouts Part A
Dr. Anne Marenco

Print all pages and bring to class every day

Annotated References

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family, 42*(2), 331-346.

Wives are happier overall when they work outside the home if they and their spouses agree that they should work. When women are forced to work outside the home for whatever reason, the marriage on average is not as happy.

Popenoe, D. (1993). American family decline, 1960-1990: A review and appraisal. *Journal of Marriage and the Family, 55*(3), 527-555.

Discusses the downfall of families and especially children when husbands/fathers are not present. Negative outcomes including poor school performance, drug use, poverty, and adolescent delinquency are elaborated on.

Stinnett, N. (1979). In search of strong families. In N. Stinnett, B. Chesser, & J. DeFrain (Eds.), *Building family strengths: Blueprints for action* (pp. 23-30). Lincoln, NE: University of Nebraska Press.

Discusses the 12 strengths found in strong families. Commitment is the willingness to put aside time and make an effort in the relationship. Honesty, trust, and fidelity are accepting each other's word, depending on each other, believing in each other, and being faithful to each other. Responsibility is doing your part to take responsibility for the well-being of the relationship. Adaptability, flexibility, and tolerance are recognizing that people differ and that your own preferences are not the only ones. Also realizing that life is not static, it is constantly changing and accepting the changes. Unselfishness is a reciprocal, giving relationship characterized by compromise and negotiation; the goal is not for you to win, but for the relationship to win. Communication means effective skills in speaking and listening. Empathy and sensitivity are being able to identify with the feelings, thoughts, and attitudes of the other person. Admiration and respect are having an unconditional positive regard for the mate. Affection is telling your mate how you feel on a regular basis and realizing that the need for affection fluctuates over time. Companionship is enjoying each other's company and participating in shared interests. Ability to deal with crises and stress positively is remembering that you aren't lost, you just need directions. Spirituality and values is sharing of similar beliefs, not necessarily religion.

NOTE: I have used Courier New font for the reference entries so that you can see spaces and italics. You may use Times New Roman for your papers if you wish, keeping in mind that Courier is a non-proportional font and Times is a proportional font.

I have single spaced this example, yours will be double spaced, left justified, 1" margins, 1 font throughout. You may add an extra double space between citations for this assignment.

An annotation should include all relevant (to your topic) material from the article. It should *not* be merely a reminder of what the article is about.

To illustrate the difference between Courier (a non proportional font) and Times Roman (a proportional font), I have included the same citation in both fonts below.

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family, 42*(2), 331-346.

Locksley, A. (1980). On the effects of wives' employment on marital adjustment and companionship. *Journal of Marriage and the Family, 42*(2), 331-346.

For each of the following studies, please indicate whether you consider it to be ethical or unethical, and justify your decision by discussing the ethical principles involved.

Study # 1. An social psychologist sits in a crowded bar all evening and records the number of people who came into the bar alone who leave alone or who leave with someone else, and the time at which they left.

ethical cannot decide unethical

Study # 2. A researcher wants to administer a new drug hypothesized to affect aggressive behavior. He chooses prison inmates to be his participants, reasoning that aggression is more common in prisons. In order to persuade prisoners to participate, they are promised favorable letters to their parole boards which may facilitate earlier release.

ethical cannot decide unethical

Study # 3. A researcher was interested in reactions to feedback about the self. He manipulated people's self-esteem by having them take a personality test and then afterwards giving them either a favorable or unfavorable report about their personality on dimensions such as hostility, maturity, and social sensitivity. After participants completed some questionnaires, they were carefully debriefed and shown how the false feedback was created.

ethical cannot decide unethical

Study # 4. A psychologist is interested in studying discrimination against homosexuals as a result of AIDS. She carefully trains a confederate to portray stereotypical "macho" and "gay" behavior. In the laboratory, naive participants interview the confederate for a hypothetical job. Without their knowledge, the psychologist observes their nonverbal gestures, eye contact with the confederate, and so forth. In order to assure that participants do not talk to their friends about the study, the psychologist never reveals to them that the true purpose was to study discrimination.

ethical cannot decide unethical

Study # 5. Deception was employed in a study examining the relationship between attributional style and self esteem. Prior to participation, research subjects were informed of the requirements and purpose of the experiment to the extent possible given the deception component. Freedom to withdraw from the study at any time was emphasized. Following an assessment of attributional style, all participants were given false feedback on a test of a particular intellectual ability and were told that their scores indicated that they performed below average. Attribution and self-esteem measures were then administered. Immediately upon completion, subjects were thanked for their participation and promised a detailed report of the study. Two months later, subjects received the report, which fully described the deception.

ethical cannot decide unethical

Study # 6. A team of researchers is interested in studying helping behavior. They stage a scene in a subway in which a confederate falls off his seat and bleeds from the mouth. The dependent variable is how quickly bystanders help the “victim.” The bystanders are never told they have been in an experiment.

ethical cannot decide unethical

Study # 7. Participants are invited to be "confederates" of the experimenter who is ostensibly doing a study on the effects of stress on job interview performance. The participant's role is to give the other study participant (who is in fact the "real" confederate) negative feedback about their interview performance. They are to tell him that he is performing poorly at the task he is working on, is unlikely to get the job, and to make demeaning remarks about the interviewer's personality. If the participant protests, the experimenter gives him prods such as, "The experiment requires that you must continue."

ethical cannot decide unethical

Review of Literature – *Synthesize, don't summarize*

Example of a summary (What NOT to do):

The three little pigs built houses and the big bad wolf came and huffed and puffed and blew them down, but in the end the pigs were safe because the big brother pig built a strong house (Pig, Pig, & Pig, 1994).

Little Red Riding Hood took goodies to her grandmother and the wolf did away with her grandmother and posed as the grandmother and tried to eat little red riding hood. Red riding hood couldn't fend off the attack of the wolf and in the end the wood cutter came in and saved her (Hood, 1999).

A spell was cast on Sleeping Beauty by a witch to make her sleep for 100 years because the witch was jealous of the girl's beauty. Sleeping beauty was asleep for most of the story and she could not take care of herself. At the end of the story a handsome prince kissed her and she awoke and loved him for the rest of her life (Sleeping, 2002).

A witch had placed a spell on a prince that had turned him into a hideous beast because he had no love or generosity in his heart. Belle was held captive by the beast. At one point she tried to escape from him, but ended up saving him. In the end he saved her and they fell in love and she kissed him and he turned into a handsome prince and they lived happily ever after (Beast, 2000).

Example of a synthesis:

Review of Literature

Villains

Villains are a common theme in fairy tales. Sometimes wolves are the villains (Hood, 1999; Pig, Pig, & Pig, 1994) and sometimes the villains are witches (Beast, 2000; Sleeping, 2002). Wolves can commit their dastardly deeds out in the open as in the case of the three little pigs. The wolf comes to their homes and huffs and puffs and blows their houses down (Pig, Pig, & Pig, 1994). However, according to Hood (1999) the wolf goes undercover by posing as the child's grandmother. When a witch is the villain, she usually plays a very peripheral role in the story. In both beauty and the beast and sleeping beauty, the witch casts her spell at the beginning of the story and is not present throughout the rest of the story (Beast, 2000; Sleeping, 2002). In beauty and the beast (Beast, 2000) a handsome prince is turned into a hideous beast because he has no love and generosity in his heart, but in sleeping beauty (Sleeping, 2002) the witch is jealous

of the beauty of the girl and so places her under a sleeping spell which can only be broken by the kiss of a handsome prince.

Heros

The hero or savior in most fairy tales is a male figure. In the case of the three little pigs the oldest brother pig is the savior of the younger brother pigs (Pig, Pig, & Pig, 1994). Sleeping beauty's hero is the handsome prince (Sleeping, 2002). Belle's hero is the beast-turned-prince (Beast, 2000) and little red riding hood's hero is the woodcutter (Hood, 1999). In two of these stories the hero plays a role throughout the story (Beast, 2000; Pig, Pig, & Pig, 1994) while in the other two he comes in at the end to save the day (Sleeping, 2002; Hood, 1999).

Damsels in Distress

The main character in three of these four fairy tales is a female figure, the exception being the three little pigs which only has male characters (Pig, Pig, & Pig, 1994). The females in the remaining stories are usually portrayed as passive and in needing of a rescue. Sleeping beauty is asleep through much of the story and is not able to fend for herself (Sleeping, 2002). Little red riding hood is a mere child and not able to fight off the attack of the big bad wolf (Hood, 1999). Belle displays a little less passivity and stands up to the beast at one point in the story. She even rescues him from the wolf attack. But in the end she is saved by the beast and this is what causes her to fall in love with him (Beast, 2000).

Summary

In summary, villains, heros, and females in distress are what make up a good fairy tale. All of the stories analyzed here contained these elements to varying degrees.

References

Beast, B.B. (2000). Beauty and the beast. Boston: Harper and Row.

Hood, L.R.R. (1999). Little red riding hood. New York: McGraw-Hill.

Pig, B.O., Pig, B.M., & Pig, B.L. (1994). The three little pigs. Mayfield, CA: Books for the Sleepy Child Press.

Sleeping, F.M. (2002). Sleeping beauty. Little Rock, AK: Nappy Time Books.

NOTE: For proper APA format refer to your style guide

Review of Literature

Negative Aspects of Bottled Water

As health-oriented as many Americans may be, they may not be aware of some of the risks associated with bottled water. First, there is a lack of regulations for phthalates (contaminants) and Cryptosporidium. Second, if bottled water is both packaged and sold within the same state, many safety exemptions apply (Potera, 2002). Third, about 25 percent of the bottled water Americans are paying for is actually tap water (Potera, 2002; Shermer, 2003). Fourth, the reason that public water supplies are flouridated is to help prevent dental carries. Bottled water, unless otherwise labeled, contains no flouride (Bullers, 2002). Fifth, volatile organic compounds (VOC's) have been found in bottled water. Apparently, cleaning solvents and lubricants contacted the water via machinery during the bottling process (Allen, 1994). Sixth, especially when storing water in sunlight and high temperatures, hazardous compounds can leach from the plastic bottle into the water (Potera, 1994).

Notice how she has taken information from four articles and synthesized it into a new meaningful whole.

Titlepage - see next page for sample

- APA is not specific about the placement of the elements of a titlepage, so for this class, use 1 inch margins
- Center all elements horizontally and vertically and type with upper and lower case letters
- Turn on double spacing
- Type the title and enter once (1 double space)
- Type your name and enter once (1 double space)
- Type the course identification and enter once (Family and Consumer Sciences 380)
- Type the semester and year
- There is NO page number on the title page

To turn on the option to center the page in WordPerfect:
format>page>center>current page

To turn on the option to center the page in Word:
file>page setup
click layout tab
change "page vertical alignment" to center

Running head not required for this class, but if you need to do it for another class:
A running head is an abbreviated title of paper or your last name and it goes in the upper right hand corner followed by the page number, 1 inch down, 1 inch in

Insert a header in WordPerfect:
insert>header/footer>create
format>justification>right
type your title or name then space 2 spaces
format>page>insert page number
click on page number, highlight "page"
click "insert"
click "close"

Word:
at the end of your title page
insert>break>next page
insert>page number
position=top of page
alignment=right
click "ok"

Predicting Divorce

Anne Laurel Marenco

Sociology 4

Fall, 2003

Table of Contents

Note:

- Double-space the table of contents as well as the body of the paper.
- Each major section or level one heading (e.g., introduction, review of literature, methods, etc.) of the paper should start on a new page
- For minor section divisions, level two or greater headings (e.g., operationalization of variables, sample, etc.), use regular double spacing, no extra blank lines
- Each heading and subheading that appears in the table of contents must appear *exactly the same* in the paper on the page indicated and vice versa
- There is NO page number on the table of contents

First level subheadings:

Centered Uppercase and Lowercase Letters

The text begins on the next line, indented and double-spaced. It continues on to become a well-worded paragraph or group of paragraphs.

Example:

Review of Literature

The review of literature of the first step in the research process and it's importance should not be diminished. It directs the entire research process including the construction of the survey or measurement instrument.

Second level subheadings:

Flush Left, Italicized Uppercase and Lowercase Letters

The text begins on the next line, indented and double-spaced. Second level subheadings help direct the reader as to what he will find in this section. It also serves to help organize the writer.

Example:

Family as Influence on Smoking

Family members are often very influential in the acquiring of a smoking habit. When parents, grandparents, siblings, and other family members smoke, children are 25% more likely to pick up the habit (Smithers, 2002).

Third level subheadings:

Indented one tab stop (½ inch), italicized lowercase ending with a period. The paragraph begins at the end of the heading on the same line and of course it is all double-spaced.

Example:

Television and smoking behavior. Smoking is very prevalent in television shows. Even today (notice I did not say "nowadays") stars display smoking behavior in their shows. Although this is much less prevalent than in the past (notice I did not say "back in the day"), it still may serve as a model for teenagers.

Methods

The Shayesteh Study On Wine

In light of the current research on wine and grape juice, this study will investigate the frequency of wine consumption and the opinions of California State University, Northridge students regarding the health benefits of wine.

Operationalization of Variables

The variables that will be looked at in this study are the frequency of wine consumption and the respondents' opinions of the health benefits in regards to wine consumption. Age, gender and religion are demographic questions. Since some religions prohibit the consumption of any alcoholic beverage, I therefore think it is important to ask the respondent's religion. I will further ask if the participants drink red wine, white wine, or grape juice and which they consume most frequently. The respondents will be asked to explain, in as much detail as possible, why they drink the beverage selected as the most frequently consumed. Three quantitative questions will ask how often, how many glasses (1glass = 196ml = 6.5 fl. oz.), and on what occasions the respondents drink the beverage they most frequently consume. Lastly, I will ask participants whether or not they think the beverage they most frequently consume (red wine, white wine, or grape juice) has any health benefits.

Sample Selection

A convenience sample will be used. I will stand outside the Oviatt Library, at California State University, Northridge and ask if students would be interested in participating in the study.

Analysis

Qualitative and quantitative analysis will be used. A chi square will be conducted to look

at the relationship between sex and religion and a t-test will be used to ascertain whether there is a difference between males and females in the consumption of wine (amount and frequency). Also, correlations of frequency and amount, and frequency and age will be conducted. I will use qualitative analysis to examine themes in responses to one qualitative question.

Wrigley's Gum Survey

1. Which do you prefer Bubble Gum or Chewing Gum?
   ___ Bubble Gum
   ___Chewing Gum

2. Which of the following do you prefer? (Rank in order, 1 being most preferred, 6 being the least)
   ___ Bubble Gum
   ___ Cinnamon
   ___ Juicy Fruit
   ___ Spearmint Winterfresh

3. What is your favorite flavor of gum?

4. What is you least favorite flavor of gum?

5. What new flavors of gum would you like to see in the future? (Mark all that apply)
   ___Blue Raspberry
   ___ Cotton Candy
   ___ Kiwi Strawberry
   ___ Pina Colada
   ___Sour Green Apple

6. How often do you chew gum?
   ___Always
   ___Frequently
   ___Once in a while
   ___very rarely
   ___Never

7. where do you chew gum? (Mark all that apply)
   ___In class
   ___In the car
   ___At the movies
   ___At the mall
   ___Anywhere

8. Which do you prefer Sugar Free or Regular Gum?
   ___Sugar Free
   ___Regular

9. Which do you prefer Stick gun or Cube gum
   ___Stick gum
   ___Cube gum

10. Do you like the comics or joke inside the gum wrapper?
    ___Yes
    ___No

Thank you for completing this survey.

Patient History Questionnaire

Consumer Product Survey of America

The Unfolding Method

This is an anonymous and confidential survey designed to investigate wine consumption and opinions about the health benefits of wine.

Please mark or fill in the appropriate response

1. Age_____

2. Sex

[ ] male [ ] female

This is your 3rd demographic variable

3. Religion

[ ] Jewish [ ] Muslim [ ] Catholic [ ] Christian [ ] Other _____

Please Specify

This is your ratio level variable

4. On average, how many days per week do you consume wine? _____

this is another way to ask a ratio level question

5. On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)? _____

Ordinal

6. How much do you agree that wine has health benefits?

[ ] strongly agree [ ] slightly agree [ ] slightly disagree [ ] strongly disagree

Ordinal

7. How often do you drink wine?

[ ] very often [ ] often [ ] not very often [ ] never

Qualitative

8. In as much detail as possible, please explain why you consume wine. For example, how does it make you feel, what about the taste do you like, etc.?

_____

_____

_____

Thank you for your time.

Wine Any One Codebook

age
"Age"
Coded in number of years

sex
"Sex"
1=male
2=female

religion
"Religion"
1=Jewish
2=Muslim
3=Catholic
4=Christian
5=Other

daysweek
"On average, how many days per week do you consume wine?"
Coded in number of days

glasses
"On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)?"
Coded in number of glasses

agree
"How much do you agree that wine has health benefits?"
1=strongly agree
2=slightly agree
3=slightly disagree
4=strongly disagree

often
"How often do you drink wine?"
1=very often
2=often
3=not very often
4=never

"In as much detail as possible, please explain why you consume wine. For example, how does it make you feel, what about the taste do you like, etc.?"
qualitative question

Wine Any One?

This is an anonymous and confidential survey designed to investigate wine consumption and opinions about the health benefits of wine.

Please mark or fill in the appropriate response

1. Age__26____

2 2. Sex

[ ] male [X] female

4 3. Religion

[ ] Jewish [ ] Muslim [ ] Catholic [X] Christian [ ] Other _____

Please Specify

4. On average, how many days per week do you consume wine? ____2____

5. On average, how many glasses of wine do you drink in one day (1 glass = 196 ml = 6.5 fl. Oz.)? ____1____

2 6. How much do you agree that wine has health benefits?

[ ] strongly agree [X] slightly agree [ ] slightly disagree [ ] strongly disagree

3 7. How often do you drink wine?

[ ] very often [ ] often [X] not very often [ ] never

8. In as much detail as possible, please explain why you consume wine. For example, how does it make you feel, what about the taste do you like, etc.?

__Blah, blah, blah_____

SPSS Statistics

AGE

N	Valid	1539
	Missing	0
Mean		24.0442
Std. Deviation		5.0010
Range		23.00

AGE

		frequencyy	percent	valid percent	cumulative percent
Valid	15	2	.1	.1	.1
	16	11	.7	.7	.8
	17	29	1.9	1.9	2.7
	18	66	4.3	4.3	7.0
	19	125	8.1	8.1	15.1
	20	166	10.8	10.8	25.9
	21	177	11.5	11.5	37.4
	22	158	10.3	10.3	47.7
	23	164	10.7	10.7	58.3
	24	102	6.6	6.6	65.0
	25	78	5.1	5.1	70.0
	26	74	4.8	4.8	74.9
	27	58	3.8	3.8	78.6
	28	42	2.7	2.7	81.4
	29	38	2.5	2.5	83.8
	30	44	2.9	2.9	86.7
	31	28	1.8	1.8	88.5
	32	38	2.5	2.5	91.0
	33	31	2.0	2.0	93.0
	34	27	1.8	1.8	94.7
	35	29	1.9	1.9	96.6
	36	16	1.0	1.0	97.7
	37	13	.8	.8	98.5
	38	23	1.5	1.5	100.0
Total		1539	100.0	100.0	

Variance (S^2) and Standard Deviation (S or SD)
Standard deviation is the average deviation scores from the mean. Variance is the square of the standard deviation; the degree to which scores vary about the group mean.

$$S^2 = \frac{\sum(X - \bar{X})^2}{N - 1}$$

$\sum$= sum of $(X - \bar{X})^2$
X = individual scores
$\bar{X}$ = mean of all scores
N = the number of scores

Chi square (χ^2)
Used to examine whether the frequencies that are observed differ from the expected frequencies.
Can look at the relationship between two variables or between two or more groups on the same variable.
Can be used with nominal data.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

E = row total * column total / N

df = (R-1)(C-1)

O = observed frequency
E = expected frequency
R = # of rows
C = # of columns
df = degrees of freedom

***t*-Tests**

To test whether two groups are statistically different from each other on a certain measure.

1 variable with 2 groups

ex: diet results of males and females
marital satisfaction of males and females
aggression scores of boys and girls
visual appeal of maroon and burgundy

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2_1}{N_1} + \frac{S^2_2}{N_2}}}$$

df=total # of participants - # of groups

Correlation coefficients

How strongly are two variables related to each other?

Only linear relationships.

Range -1 to +1

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2]\ s[N\sum Y^2 - (\sum Y)^2]}}$$

df = N-2

X = individual scores of variable X

Y = individual scores of variable Y

Variance and Standard Deviation Exercise

Case #	X	$\bar{x}$	$(X - \bar{x})$	$(X - \bar{x})^2$
1	4.5			
2	4.0			
3	3.5			
4	5.0			
5	4.5			
6	5.0			
7	5.0			
8	4.5			
9	5.0			
10	4.5			
--------		----------		

$$S^2 = \frac{\sum(X - \bar{x})^2}{N - 1}$$

Crosstabulation Exercise

You have 10 cases with the following responses on their sex and marital status

ID	Sex	Married
1	m	y
2	m	y
3	m	n
4	f	n
5	f	y
6	m	y
7	m	y
8	f	y
9	m	y
10	f	n

Crosstabulation of Marital Status by Sex

		Married		
		yes	no	Total
sex	male			
	female			
Total				

Don't put the crosstab in the paper, it is your calculation. Display the pertinent percentages in a *proper* table or just discuss a few in the text.

Results

Univariate Demographic Analyses (note to students: analyses is plural, analysis is singular)

This sample had slightly more males (53%) than females (47%) (see Table 1). All of the respondents were high school students with a mean of just over seventeen (17.06) years of age. While most of the students plan to attend college (60%) or vocational school (13.3%) after graduation, 26.7% plan to work part-time while attending school.

Table 1. Univariate Analysis of Demographic Variables, N=15. (Note: the title goes above the table, start two double spaces down from text, single space data in the table, left align text, decimal align numbers, center headings)

	N	%
Sex		
Male	8	53
Female	7	47
Age (mean in years)		17.06
Plans after Graduation		
College only	9	60.0
Vocational school only	2	13.3
College/voc. school & work	4	26.7

Univariate Research Analyses

This study looked at the number of Family and Consumer Science classes that respondents have taken or are planning to take. The mean number of classes was 3.2 (see Table 2). Eighty-five percent of the respondents recommend taking Family and Consumer Science classes, with a mean recommendation score of 4.27 on a five-point scale, with 1=not recommend and 5=highly recommend.

Table 2. Univariate Analysis of Research Variables, N=15.

	%
Number of FCS Classes Taken or Planning to Take (mean)	3.20
Recommend Taking FCS Classes (mean)	4.27

Bivariate Analyses

A Chi square calculation of the educational and/or work plans after graduation by sex was completed. A chi square of 0.16 was obtained and at two degrees of freedom (df) the critical value was 5.991, therefore these results are not significant, meaning that the distribution of plans after graduation by sex was by chance.

A t-Test calculation of the number of Family and Consumer Science classes respondents have taken or are planning to take by sex was completed. The t-value obtained was 1.75, which, at 13 degrees of freedom (df) was well below the critical value of 2.160, and therefore not significant, meaning that there was no difference in the number of classes taken by boys and girls.

A correlation of the recommendation of taking FCS classes and number of classes taken or planning to take was conducted with a result of .872 which, at 10 degrees of freedom and a critical value of .576 indicates a strong significant correlation. Those who have taken, or are planning to take, more classes are more likely to recommend these classes. See Figure 1 for an illustration of this correlation.

When I crosstabulate sex and recommendation of taking FCS classes, I find that 86% of females highly recommended taking FCS classes, while only 32% of males recommended these classes so highly.

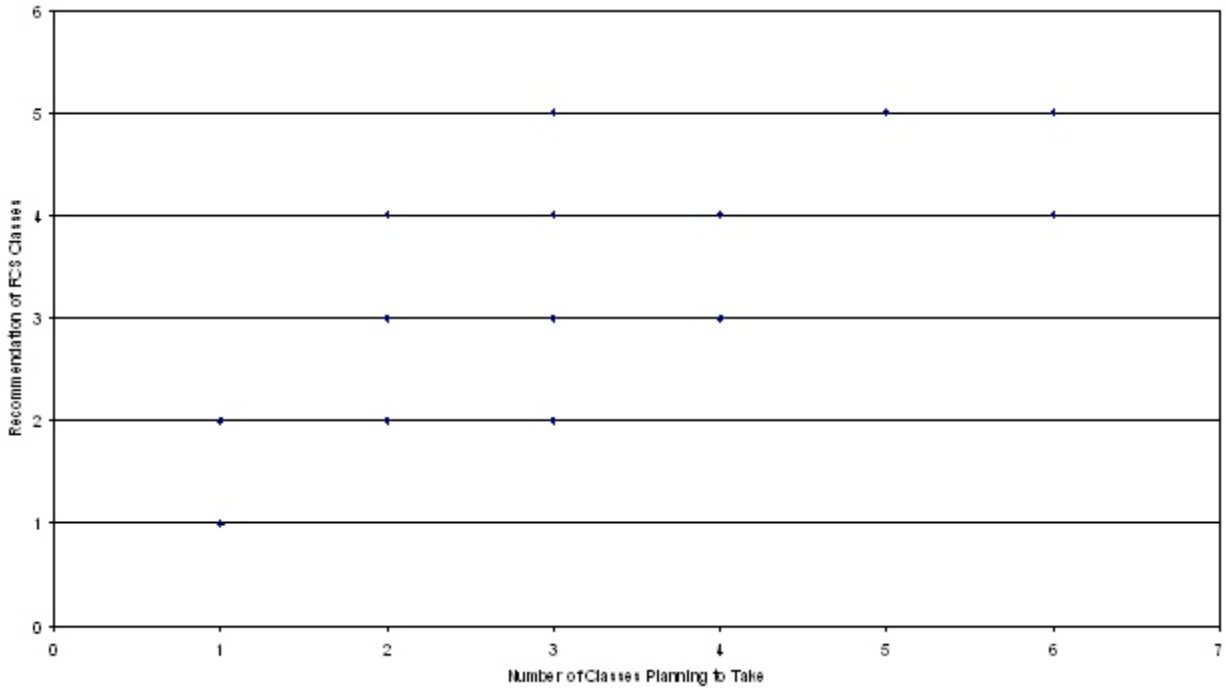

Figure 1. Correlation of Classes Taken, or Planning to Take, by Recommendation of FCS Classes, N=15. (Note: title goes after figure, start text two double spaces after title)

Qualitative Analysis

The respondents were also asked a qualitative question regarding the value of Family and Consumer Science classes in the core curriculum. The respondent's opinions supported the importance of such classes. They indicated that FCS classes opened their minds to new ideas, opportunities and career choices. Several recurring themes appeared throughout the respondent's surveys focusing on the extent of personal responsibility, learning new skills and the ability to make wise choices throughout life. Only one respondent said that while he did not feel that FCS classes were very influential for him, he did feel that they were extremely beneficial for others.

note:
the facts are presented, not interpreted
4 subsections
everything in the tables and figure is discussed
tables and figure are referred to in the text

Sex and Handedness χ^2 Exercise

		Handedness			
		right	left	ambidexterous	Total
Sex	male	15	30	5	
	female	35	10	5	
Total					

$$\chi^2 = \sum \frac{(O - E)^2}{E} \qquad E = \frac{\text{row total x column total}}{N} \qquad df = (r-1)(c-1)$$

		Handedness			
		right	left	ambidexterous	Total
Sex	male				
	female				
Total					

Critical Values of Chi-Square

Degrees of Freedom	Probability Level		
	.10	.05	.01
1	2.706	3.841	6.635
2	4.605	5.991	9.210
3	6.251	7.815	11.345
4	7.779	9.488	13.277
5	9.236	11.070	15.086
6	10.645	12.592	16.812
7	12.017	14.067	18:475
8	13.362	15.507	20.090
9	14.684	16.919	21.666
10	15.987	18.307	23.209
11	17.275	19.675	24.725
12	18.549	21.026	26.217
13	19.812	22.362	27.688
14	21.064	23.685	29.141
15	22.307	24.996	30.578
16	23.542	26.296	32.000
17	24.769	27.587	33.409
18	25.989	28.869	34.805
19	27.204	30.144	36.191
20	28.412	31.410	37.566

Critical Values of t

df	Significance Level*			
	.05	.025	.01	.005
	.10	.05	.02	.01
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797
25	1.708	2.060	2.485	2.787
26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
40	1.684	2.021	2.423	2.704
60	1.671	2.000	2.390	2.660
120	1.658	1.980	2.358	2.617
∞	1.645	1.960	2.326	2.576

*Use the top significance level when you have predicted a specific directional difference (a onetailed test; e.g., group 1 will be greater than group 2). Use the bottom significance level when you have only predicted that group 1 will differ from group 2 without specifying the direction of the difference (a two-tailed test).

Critical Values of r (Pearson Product-Moment Correlation Coefficient)

	Level of Signifacance for Two-Tailed Test		
df	*.10*	*.05*	*.01*
1	*.988*	*.997*	*.999*
2	*.900*	*.950*	*.990*
3	*.805*	*.878*	*.959*
4	*.729*	*.811*	*.917*
5	*.669*	*.754*	*.874*
6	*.622*	*.707*	*.834*
7	*.582*	*.666*	*.798*
8	*.549*	*.632*	*.765*
9	*.521*	*.602*	*.735*
10	*.497*	*.576*	*.708*
11	*.476*	*.553*	*.684*
12	*.458*	*.532*	*.661*
13	*.441*	*.514*	*.641*
14	*.426*	*.497*	*.623*
15	*.412*	*.482*	*.606*
16	*.400*	*.468*	*.590*
17	*.389*	*.456*	*.575*
18	*.378*	*.444*	*.561*
19	*.369*	*.433*	*.549*
20	*.360*	*.423*	*.537*
25	*.323*	*.381*	*.487*
30	*.296*	*.349*	*.449*
35	*.275*	*.325*	*.418*
40	*.257*	*.304*	*.393*
45	*.243*	*.288*	*.372*
50	*.231*	*.273*	*.354*
60	*.211*	*.250*	*.325*
70	*.195*	*.232*	*.303*
80	*.183*	*.217*	*.283*
90	*.173*	*.205*	*.267*
100	*.164*	*.195*	.254

NOTE: The significance level is halved for a one-tailed test

Divorce and Religiousness χ^2 Exercise

(Use 2 decimal places)

	Divorce		
Religious	No	Yes	totals
Not at all	85	25	
Somewhat	520	120	
Very	220	30	
totals			N = 1000

	Divorce		
Religious	No	Yes	totals
Not at all			
Somewhat			
Very			
totals			

Discipline Referral Scores Based on Sports Participation *t*-test Exercise

Subject #	Intramural	$(X - \bar{x})$	$(X - \bar{x})^2$	Aerobics	$(X - \bar{x})$	$(X - \bar{x})^2$
1	**1**			**3**		
2	**2**			**4**		
3	**2**			**5**		
4	**3**			**5**		
5	**3**			**5**		
6	**3**			**5**		
7	**4**			**6**		
8	**4**			**6**		
9	**4**			**6**		
10	**5**			**7**		
Total						
$(\bar{x})$						
(S^2)						
N						
t						

t-Test of Life Satisfaction of Married Men and Women Exercise

Subject #	Men	$(x-\bar{x})$	$(x-\bar{x})^2$	Women	$(x-\bar{x})$	$(x-\bar{x})^2$
1	4.5			5.0		
2	4.0			4.0		
3	3.5			3.5		
4	5.0			5.0		
5	4.5			3.0		
6	5.0			4.5		
7	5.0			3.5		
8	4.5			3.0		
9	5.0			4.5		
10	4.5			5.0		
Total						
$\bar{x}$						
S^2						
N						
t						

t-Test of Life Satisfaction of Single Men and Women Exercise

Subject #	Men	$(x-\bar{x})$	$(x-\bar{x})^2$	Women	$(x-\bar{x})$	$(x-\bar{x})^2$
1	2.0			5.0		
2	2.5			5.0		
3	1.5			4.5		
4	1.5			4.5		
5	1.0			4.5		
6	3.0			4.5		
7	2.5			5.0		
8	3.5			4.5		
9	1.0			4.5		
10	2.5			5.0		
Total						
$\bar{x}$						
S^2						
N						
t						

Correlation Coefficient (r) of Travel Experience and Knowledge of the World Exercise

Subject	Travel Score (X)	X^2	Knowledge (Y)	Y^2	XY
1	4		10		
2	6		15		
3	7		8		
4	8		9		
5	8		7		
6	12		10		
7	14		15		
8	15		13		
9	15		15		
10	17		14		
$\sum X$		$\sum Y$		$\sum XY$	
$(\sum X)^2$		$(\sum Y)^2$			
	$\sum X^2$		$\sum Y^2$		

Correlation Coefficient (r) of Hours of TV Viewing and Aggression Scores in Six Year Old Children Exercise

Subject #	Hours (X)	X^2	Aggression (Y)	Y^2	XY
1	75		2		
2	90		5		
3	50		1		
4	95		4		
5	75		3		
6	85		5		
7	70		2		
8	70		3		
9	60		1		
10	80		4		
$\sum X$		$\sum Y$		$\sum XY$	
$(\sum X)^2$		$(\sum Y)^2$			
	$\sum X^2$		$\sum Y^2$		

2 X 2 Factorial Design of Life Satisfaction by Sex by Marital Status Exercise

Subject #	sex	married	life satisfaction score
1	m	y	10
2	m	y	9
3	m	n	6
4	f	n	9
5	f	y	8
6	m	y	5
7	f	y	6
8	f	y	7
9	m	y	8
10	f	n	10

		Married		marginal means
		yes	no	
Sex	male			
	female			
marginal means				

Plot our example exercise

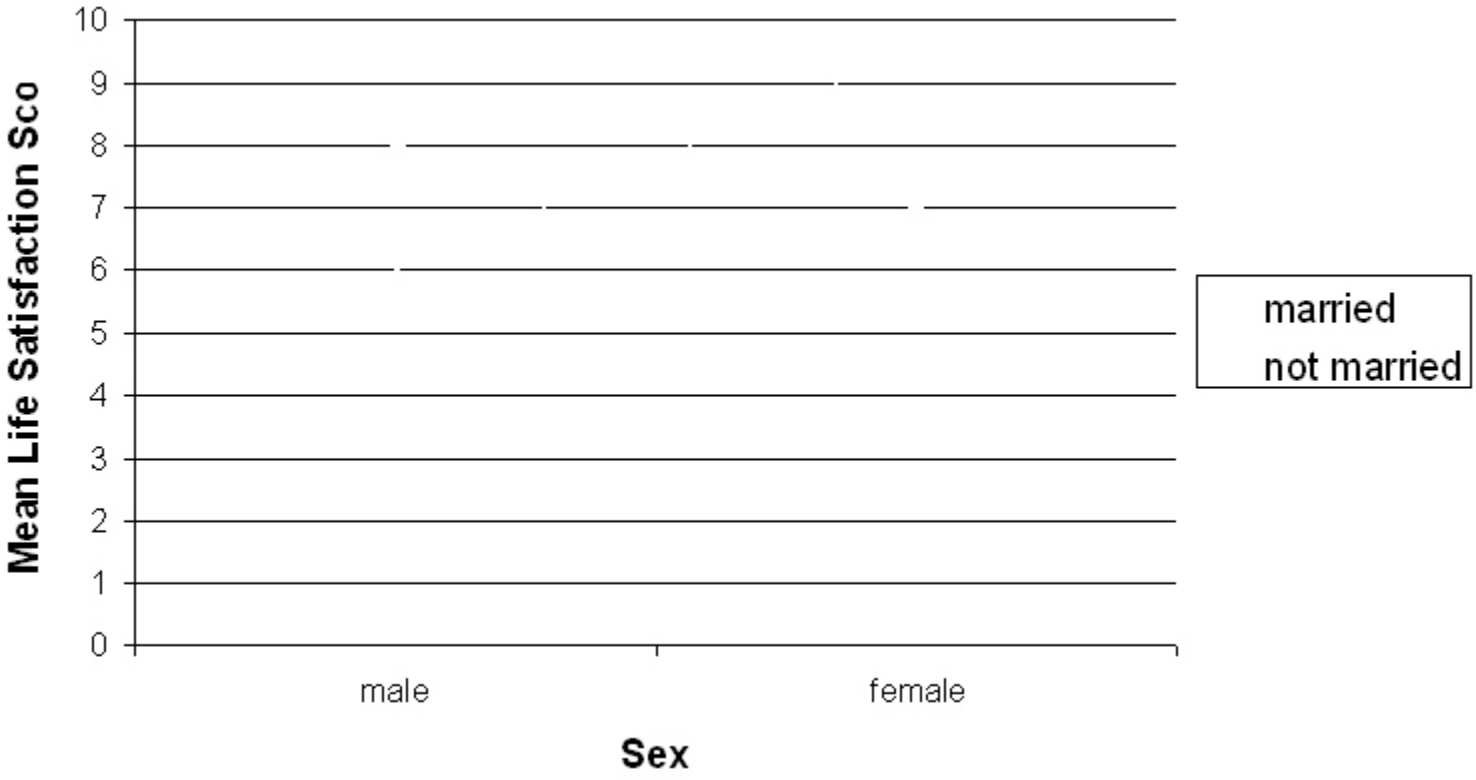

Figure 1. Mean Life Satisfaction Scores by Sex by Marital Status.

Make a statement about what the graph shows

3 x 2 Factorial of Loan Satisfaction by Days Funded by Loan Amount Exercise

Subject #	Days Funded	Loan Amount	Loan Satisfaction (1-6)
1	<25	98k	6
2	<25	403k	4
3	<25	128k	5
4	<25	216k	6
5	>25	502k	3
6	>25	75k	3
7	>25	99k	2
8	>25	302k	3
9	>25	425k	5
10	>25	294k	4

		Loan Amount			marginals
		1=<100k	2=100-400k	3=>400k	
Days Funded	1=<25				
	2=>25				
marginals					

Graph and make a statement.

2 x 2 Factorial Design - Vitamin C in Vegetables by Cooking Method Exercise

Subject #	Vegetable	Cooking Method	Vitamin C Retention (100-400)
1	broccoli	boil	220
2	broccoli	steam	308
3	broccoli	boil	231
4	broccoli	boil	209
5	broccoli	steam	329
6	broccoli	steam	317
7	spinach	steam	398
8	spinach	boil	104
9	spinach	boil	128
10	spinach	steam	375
11	spinach	boil	117
12	spinach	steam	382

		Cooking Method		marginals
		boil	steam	
Vegetable	broccoli			
	spinach			
marginals				

Graph and make a statement.

Factorial Design of Mean Times Children Play With Toys of the Other Sex by Sex and Ratio of Same-Sex to Other-Sex Peers Exercise

		Ratio of Same-Sex to Other-Sex Peers			marginal
		1:1	2:1	3:1	
Sex	male	5	3	1	
	female	5	5.3	5.2	
marginal					

Here are the interaction means, calculate the marginals, graph, and make a statement.

Conclusions

Unfortunately, the data I collected was not able to substantially support my theory that *model parents* are raising healthy children. While the majority of the respondents in my survey did turn out to be *model parents*, an unfortunate amount were not aware of the fact that their children were at risk for serious weight-related health concerns in the future. I feel safe in concluding that parental involvement and awareness of childhood obesity needs to be greatly increased. Both sexes of parents, irrespective of education, appear to be unaware of the probable danger their child(ren) face(s) of becoming overweight or obese.

The results from the chi-square test support my belief that children of parents from all educational levels are at risk for childhood obesity. Many people believe that individuals with less education and a lower socioeconomic status raise children that are more prone to being at risk. While I can not support that theory conclusively with my data, I can state that if it is indeed true, a parent's *higher* socioeconomic status has no bearing on whether the child is at risk, as many of the respondent's who were university graduates had children who were at risk. In further studies, I will consider having income level as a demographic variable to help ascertain conclusively whether or not socioeconomic status has any relevance.

As revealed by the t-test, data is not significant when comparing male parents' with female parents' opinions on whether or not a child has dinner watching the television or with the television on. However, I neglected to have as a demographic variable whether the females or males surveyed were divorced, separated, or married, as well as their number of hours worked outside the home. In the future, I will include this since it is possible that dinner table supervision

and the allowance of the television to be on during dinner might be affected by whether both parents are present at the meal and how busy their day is.

While a large percentage of parents cited fast food as a culprit for the increased rate of childhood obesity, no one offered how it was managing to hold such power. This begs the question: "Don't parents think they can better regulate or control their children's choices?" Can't parents just say "No" to McDonald's? Or is it that children are eating fast food when they're not with their parents?

It appears, based on my research, that childhood obesity is non-discriminatory. It prefers no color, socioeconomic status, educational level, or sex. It may or may not care whether parents are setting good examples. Every child appears to be potentially at risk and every parent needs to understand and *believe* his or her child could be at risk.

notice that this is not just a summary, but he makes some assumptions based on his findings

Themes

1_____ 3_____ 5_____

2_____ 4_____ 6_____

"What do you find to be the best part of being in college?"

1. ___ I like the freedom I have from my parents
2. ___ The chance to take classes that I am interested in
3. ___ I enjoy the flexibility of planning my own schedule
4. ___ I'm happy to be away from my brothers who were always getting involved in my personal life
5. ___ This is the first time I have been able to date without my family putting in their two cents worth
6. ___ It's great to be away from my overprotective parents
7. ___ There are so many more classes to take here that interest me, not like in high school
8. ___ The books on paleontology in the library, my high school library had only two books on paleontology and this library has a huge section
9. ___ I hated high school because it was so restrictive, in college I feel a sense of freedom
10. __ I like working in my department's office because I have gotten to know the professors better
11. __ I have made so many friends who are so different from me, I like the diversity of the people here
12. __ The sociology classes are the best, I never had sociology in high school
13. __ I like being far away from my family
14. __ The best part is being able to reinvent myself, no one here knows my past and I can be the person I really want to be
15. __ The people are so friendly
16. __ The professors are very caring here, in high school I got the feeling that they were just there for their pay check
17. __ I like the chance to do some research on a topic of my interest
18. __ The variety of classes to fulfill each requirement is the best thing
19. __ Being away from my parents
20. __ I like being able to take classes when I want to, I'm not a morning person and so I only take afternoon and evening classes
21. __ I am very happy about the resources for students here
22. __ The lunchtime activities are my favorite thing
23. __ The thing I enjoy the most is the library, it is so big and has so much information, I'm just sad that I will never be able to read all of the books they have

Random Numbers

Sampling

The dots on the dice represent agreement to a statement: 1= strongly disagree, 2=moderately disagree, 3=slightly disagree, 4=slightly agree, 5=moderately agree, 6=strongly agree.

Find a partner and roll the die 100 times and record each roll on this worksheet.

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Manifest and Latent Messages of Print Ads

	manifest content	cod	latent content	code		manifest content	cod	latent content	code
1					30				
2					31				
3					32				
4					33				
5					34				
6					35				
7					36				
8					37				
9					38				
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15					44				
16					45				
17					46				
18					47				
19					48				
20					49				
21					50				
22					51				
23					52				
24					53				
25					54				
26					55				
27					56				
28					57				
29					58				

Coding of TV Commercials

Product	Spokesperson (famous or not)	Is the ad affective or cognitive? (Does it appeal to emotions or thinking processes?)	Is there a latent (underlying) message? If so, what is it?
Schaefer Beer			
Zerex Antifreeze			
Easter Airlines			
Ultrabrite Toothpaste			
The Wall Street Journal			
Bell Long Distance			

one-shot experiment

	Time 1	Time 2
experimental group	stimulus - film	posttest - survey about drinking and driving

one-group pre and posttest experiment

	Time 1	Time 2	Time 3
experimental group	pretest - survey about drinking and driving	stimulus - film	posttest - survey about drinking and driving

classic experiment

	Time 1	Time 2	Time 3
experimental group	pretest - survey about drinking and driving	stimulus - film	posttest - survey about drinking and driving
control group	pretest		posttest

the Solomon 4-group experiment

	Time 1	Time 2	Time 3
experimental group 1	pretest - survey about drinking and driving	stimulus - film	posttest - survey about drinking and driving
control group 1	pretest		posttest
experimental group 2		stimulus - film	posttest
control group 2			posttest

Randomization

Bjs, Ralphs, and Red Robin Surveys