IST 608
(Call number 5039)
Research Methods
Spring 2013—Husted 204—Tuesdays

Instructor
Deborah Lines Andersen
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E-mail: dla@albany.edu
Office Hours: Monday 1:30 to 3:30; Tuesdays 12:30 to 3:30 (if no faculty meeting); by appointment, telephone or email
Class Hours: Tuesday 4:15 to 7:05 in Husted 204
Syllabus: on IS web site and class’s ERes site
ERes password is [deleted]
Course listserv is IST608SP13@listserv.albany.edu; sign up for this immediately
Course TA: Grading will be done by the course GA; or Andersen for quizzes and written work

Class Meetings: The course will meet 14 times. Check the class calendar for meeting dates. In the event of inclement weather, check 442-SNOW or the university website (landing page, right-hand side) for an announcement on university closings. If class is cancelled we will use the class listserv and ERes to keep up with weekly topics.

Class Attendance: Attendance will be taken each week. This is an intensive class in statistics and research methods. Students need to attend class. In the unavoidable event of an absence, students should make arrangements with other students to pick up class notes and assignments. The instructor will allow time the first meeting of class to find study partners. Students who miss more than two classes will have their final grade dropped by 3 points.

Prerequisites: None. It is assumed that students have an understanding of basic concepts in mathematics. Students should NOT take IST608 during the first semester of their graduate work in information studies.

Homework: All work is due at the time assigned on each project and will have the grade reduced by 5 points if no previous permission for lateness was obtained from the instructor. Groups of individuals should work on the problem sets, but each individual hands in a completed assignment. The final project will be handed in word processed, double-spaced, single sided, and will be an individual effort (no group projects). Appropriate footnoting and citation format should be followed. (Use google.com to check “MLA style”; “APA style”; or “Chicago Manual of Style” for specific bibliographic instructions—your choice as to which one.)

Readings: There is one required text: Brase & Brase for statistics, 9th edition. Powell is highly recommended since there will be readings from it. Copies of Powell are on reserve in the Dewey Library. The 2d, 3d or 4th edition is fine for Powell. Readings in the attached outline should be read for the date listed. Bring Brase & Brase to class each week.


Ronald R. Powell. Basic Research Methods for Librarians. 2d, 3d, or 4th edition. Ablex Publishing Corporation, Norwood, NJ. (Chapter 8[9, 10] on ERes—see key on last page of syllabus to align edition and chapter readings in different editions.)
Mailboxes: The file cabinet in the Draper student lounge contains mail folders for each student in IS. Andersen’s mailbox is in Draper 113.

Bookstores: Mary Jane Books (on Western Avenue a few blocks from the downtown campus) has the texts for the course. They sell used as well as new texts.

Materials: Each member of the class should bring a calculator to each session. Square roots are the most sophisticated functions that will be needed. A ruler, highlighter, and some graph paper are also needed for this class. A ring notebook to store handouts is helpful. The instructor does not allow cell phones for calculators. Please put these away and buy a $3 calculator.

Student Performance Evaluation: Students are evaluated based upon the following weightings:
- 30% Problem sets (6 at 5% each)
- 32% Final project including prospectus, outline and written report
- 27% Quizzes (3 at 9% each)
- 5% Participation in class (e.g., no points if I never hear your voice in class discussion)
- 6% Completion of IRB core training <http://www.albany.edu/research/compliance/Training.htm>

Objectives for Students: It is expected that students who finish this course will be able to:

Information Studies Goals:
- Propose to conduct and apply research to develop, maintain, and evaluate information content and assess information services (assessed through prospectus, outline and final project; six problem sets; three quizzes—IST Goal 8).
- Promote and demonstrate the use of ethical standards in the creation, management, and use of information (assessed through Miami course completion and human subjects review section of final project—IST Goal 7).

Additional assessment: through final project:
- Evaluate the design and results of published research that uses quantitative, qualitative and mixed methodologies (literature review of final project);
- Describe the design, strengths and weaknesses of a variety of research methodologies;
- Prepare a research/grant proposal that draws upon both research design and statistical knowledge gained in this class.

Additional assessment through problem sets and quizzes:
- Calculate basic descriptive and inferential statistics, and describe the purpose of bivariate and multivariate techniques in applied and theoretic research;
- Demonstrate ability to analyze the results of basic statistical techniques;
- Prepare a research/grant proposal that draws upon both research design and statistical knowledge gained in this class.

Time Required: This class meets for approximately three class contact hours each week. Homework, including studying for exams, should take two to three hours per each contact hour. This implies that you will need to devote up to 12 hours per week to this class (3 hours in class; 6 to 9 hours at home). If you find yourself spending substantially more than 12 hours on average per week on this class, please see the instructor.

E-mail: Each student is expected to have an e-mail account for this class. Students will need to check e-mail at least once a week. This is also the best method for communicating with the instructor. It is necessary for students to subscribe to IST-L, the department’s listserv as well as IST608SP12, the class listserv.

Spreadsheets: This class does require the use of spreadsheets for some statistical calculations. Students in the class are expected to have some familiarity with spreadsheets, completing one assignment in a
spreadsheet package of their choice (with Microsoft Excel the default package for students without a preference.) Spreadsheet programs allow for univariate, bivariate, and multivariate analysis. The spreadsheet software is on many of the computers in Draper basement user room. The “Using Technology” sections at the end of each chapter of B&B give descriptions of how to use various statistics software packages.

**Weekly Course Outline:** (Readings, Assignments to Hand In, In Class Quizzes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Read for Class</th>
<th>Turn in/Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29</td>
<td>1 Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>2 Center and Spread; Grant Proposals</td>
<td>B&amp;B: Preface, Chapter 1; Powell, Chapters 1; [8,9, 10]—on ERes (as Chapter 8) #5 list below*</td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>3 Probability; Research Studies</td>
<td>B&amp;B: Chapters 2, 3; Powell, Chapters 2, 3</td>
<td>P.S. #1** [1-3] descriptive stats</td>
</tr>
<tr>
<td>2/19</td>
<td>4 Probability again; Surveys</td>
<td>B&amp;B: Chapter 4; Powell: Chapter 4; ERes #1, #4 on list below*</td>
<td>Prospectus</td>
</tr>
<tr>
<td>2/26</td>
<td>5 Normal Distributions; Surveys</td>
<td>B&amp;B: Chapter 6; Powell: Chap 5</td>
<td>Quiz #1: chapters 1-3</td>
</tr>
<tr>
<td>3/5</td>
<td>6 Normal Distributions again; Experiments</td>
<td>Practice area under a normal curve; Powell: Chapter 6</td>
<td>P.S. #2** [4] probability</td>
</tr>
<tr>
<td>3/12</td>
<td>7 Sampling; historical research; +discuss IRB</td>
<td>B&amp;B: Chapter 7; Powell: Chapters 7, 8; ERes #2, 3</td>
<td>P.S #3** [6] normal distributions.</td>
</tr>
<tr>
<td>3/19</td>
<td>No Class</td>
<td>Winter Break</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>8 Estimation; Analysis of Data (Note: see instructor if you observe Passover)</td>
<td>B&amp;B: Chapter 8; Powell: Chapter 9</td>
<td>Outline due; IRB Certificate due</td>
</tr>
<tr>
<td>4/2</td>
<td>9 Hypothesis testing; Proposals</td>
<td>B&amp;B Chapter 9</td>
<td>P.S. #4** [7] sampling distrib</td>
</tr>
<tr>
<td>4/9</td>
<td>10 Ethics, human subjects and institutional review</td>
<td>ERes #2; discussion of Miami course</td>
<td>Quiz #2: chapt 4, 6, 7</td>
</tr>
<tr>
<td>4/16</td>
<td>11 Correlation, Regression; Research reports</td>
<td>B&amp;B: Chapter 9; Powell: Chapter 10—on ERes (as chapter 8) #5 below</td>
<td>P.S. #5* [8/9] est/hypo testing; draft option due</td>
</tr>
<tr>
<td>4/23</td>
<td>12 Correlation, Regression again; Open questions</td>
<td>B&amp;B: Chapter 10; Powell: Chapter 11</td>
<td>P.S. #6* [10+] coreg; I</td>
</tr>
<tr>
<td>4/30</td>
<td>13 Research discussion; review and final questions on papers</td>
<td>Come prepared to talk about your papers and ask questions before next week</td>
<td>Quiz #3: chapters 8-10</td>
</tr>
<tr>
<td>5/7</td>
<td>14 Chi square and wrap up</td>
<td>B&amp;B Chapters 11, 12 (selected)</td>
<td>Last date for project in</td>
</tr>
</tbody>
</table>

*These are references to the 4th edition. Chapter 8 (2d ed) same as Chapter 9 (3d edition) and Chapter 10 (4th edition) on ERes. See last page of syllabus for chapter key.**Solution sets will be given out for problem sets the day they are handed in. Number/s in brackets is/are the chapter/s for this problem set.

ERes Titles with numbers indicated in “Read for class” above.
1. Finding the Objects to Study
2. Protection of Human Research Subjects and Other Ethical Issues
3. Step Four: Asking Descriptive Questions
4. Survey Research
5. Powell: Writing the Research Proposal

**Incompletes and late work:** No incompletes will be given in this class without the express permission of the instructor in advance of the end of the semester. Examinations will only be given on the announced days. At
the discretion of the instructor, students who do not attend class during quiz #1 or #2 will have their averages computed with a quiz grade of 0, final papers not on time will receive a paper grade of 0, and late papers will lose 5 points. Failure to hand in a prospectus or outline will each cause a 10 point drop in the final paper grade.

Plagiarism and Cheating: Due to the intensive nature of this course, students are encouraged to form study groups and to work together on assignments. Learn by interacting with one another—support and help one another. However, quizzes will clearly be expected to reflect individual effort—you are expected to neither give nor receive assistance from anyone. As a policy for this course, plagiarism, self-plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the University level. If you have questions about crediting the work of others in your writing, please see the instructor.

Trees: This course takes up a lot of paper for problem sets. Please feel free to use the back of whatever paper you have at home that has something else on the front side. This policy includes all submissions for the course. Please pen correct small errors on papers rather than reprinting or rewriting the whole thing. Think ecologically, please.

Food, Phones, and Comfort: Please feel free to bring a snack to class. Please turn off your cell phone. If absolutely necessary leave it on, but exit the room as quietly as possible (hard to do with the phone ringing somewhere in your backpack!) The classroom rule is that all computers are closed and all cell phones are out of use.

Reasonable academic accommodations are provided in this class. If you have any condition that would make different presentation of materials (e.g., size of type), placement in the room, special seating, or different teaching style (where possible) beneficial to you, please see the professor. Some students have chosen to tape record lectures for future reference. Fine with me. If you have a disability (e.g., physical, sensory, systemic, cognitive, learning, psychiatric), please do register with the Disability Resource Center. This center will provide letters verifying disability status and will suggest appropriate academic accommodations. Please notify me and the center enough in advance so that we can be of help to you.

Helping speed up grading: Please acquire a yellow highlight marker. Use it to highlight the answers to problems in the problem sets that have obvious numeric answers. This makes grading go much more quickly. You can also use this method on quizzes. Please clearly label questions with page number and question number from Brase and Brase, put a solid line between problems on problem sets, and staple them together in the order listed in this syllabus. This will also help with the grading. The TA will take off points if she has to search around for answers or problems.

Throughout this course you should feel free to speak with the instructor about your grant proposal. The best way to find a topic will be to think about your interests, other courses you have taken, and other research that has been conducted. An hour or two spent looking at the most recent issues of College & Research Libraries, Library Trends, the Journal of the American Society for Information Science and Technology, The American Archivist or The Reference Librarian (surely only a partial list of the options) might give you a taking-off place, one of the two articles for the prospectus and a subject to work with. Check the library in the recent issues of periodicals on the main floor or go to library online databases or a journal website.
Additional course materials in this packet:
1. Human subjects’ review assignment  page 5
2. Prospectus and outline description   page 6
3. Final paper description and checklist page 7-8
4. Writing grant proposals             page 8
5. Research prospectus example        page 8-9
6. Problem sets 1 through 6           page 9-11
7. Methodology articles               page 11
8. Examples of quiz questions         page 12-15
9. Powell chapter key for 2d, 3d, 4th editions   page 16

[1] Human Subjects Review Course (online from CITI)
http://www.albany.edu/research/compliance/Training.htm

This will take you to the site. You need to click on “CITI training” on the right, then the url (www.citiprogram.org/) in the center top, and then “new users” to be in the correct place to get started

Required: All 608 students are required to sign up for the CITI course and to pass the entire certification class which we will discuss on March 12. The [1] certificate of completion of the entire course and [2] your evaluation (see below) are due no later than March 26.

For this assignment you need to take the entire course, take the quizzes, and write up a one page, double-spaced [2] evaluation that addresses the following points:

- you did all the modules in the basic course
- what was most helpful
- what was least helpful
- your recommendation for having future students do this training
- ease of reading
- interest level of materials
- two or three paragraphs that address human subjects issues in your final paper. These paragraphs will be inserted in your final paper, in the appropriate section and can be revised after instructor feedback and discussion in class. You will be reading and revising these during class discussion on March 26.

Optional: If you are in school media you will probably want to take modules that concern children as subjects of research. Print out the certificate from the CITI website. We will go over finding these materials in class (on UA Research Office site—url above for registration).

If you have already completed this certification in the last two years please hand in a copy of the certificate and the written assignment above.
[2] Final Project Prospectus and Outline Description

The final assignment has three parts:
1. A prospectus for the project—one to two double-spaced pages.
2. An outline of the final paper which will summarize its major sections, including literature themes, methodology, population, variables, budget, limitations, data collection, and data analysis methods, as well as a final section on hypothesized findings and future research.
3. A final written proposal—7 to 10 double-spaced pages, plus letter, bibliography, attachments. Please note that you WILL NOT collect data in this course. Your final paper is a research proposal in the future tense, NOT a research report in the past tense.

The Prospectus (S/U grade)
In one to two double-spaced, typed pages, please describe a research project that you might undertake and for which you are writing a grant proposal. Keep in mind that you will do no data gathering for this course, so you could choose any population and any data gathering method(s), even if really doing the project would be too costly in time, talents, or funds. Keep in mind that one section of the paper is for a project budget, nonetheless. You may want to select a topic (as close as you can) that will really be your research project for a project at your work/internship, thus making double use of your course work here.

The prospectus should include:
- The research problem and question(s). Why does this research need to be done? What light will it shed on what information science problem theoretic or practical? [gap analysis]
- At least two research projects (based upon journal articles) that have already addressed this or a related issue. What theory have these research projects drawn upon? Or, What questions did they address? And/or, How will your research be similar or different to these? Please cite these journal articles appropriately in the text of your prospectus, and give complete citations in footnotes or endnotes.
- Proposed population. Why?
- At this early stage, a list of variables that you will probably measure in your research.
- Proposed method that you will use to collect and analyze your data.
- Possible future, follow-up research.
- A one-paragraph section on what you expect your research to find (although you might be surprised).

The Outline (S/U grade)
The outline will follow the format of “The Paper” below, requiring 3 to 4 double-spaced pages of headings that define the organization of your paper at this stage of your thinking. You may put notes in italics or pencil to the instructor for areas of concern or special attention.

In order to help you with the preparation of the final copy of your research proposal, the following checklist highlights required items for that paper. You do not need to turn this checklist in at the end of the semester. Use it to keep yourself on track. Read the assignment again while preparing your final paper.

_____ 1. **Letter** to the institution that sent out the RFP (request for proposal). This will be one page, single spaced, introducing yourself, your project, the final budget amount, and some rationale about why you have selected this institution. You may find an actual organization that grants funds or make one up.

_____ 2. **Title** that reflects the research being conducted.

_____ 3. 200 word **abstract** in one paragraph including problem, method, hypothesized findings.
   An abstract of the proposed research (approximately 200 words). This should be one paragraph and single-spaced.

_____ 4. **Keywords**

_____ 5. **Statement of the research problem**—what you want to clear up, discover, prove.
   A statement of the research problem including a statement of themes and theory which are associated with the problem. Furthermore, this section could include your hypotheses (in the form of null and research hypotheses) or research questions.

_____ 6. **Purpose statement**. You could do a single purpose or multiple bullets of purposes. This section should state why you believe the funding institution should give you money to complete this project—the “so what?” of the paper.

_____ 7. **Literature review**. This will be the area to cite at least ten research articles that form background and basis for your research—from your bibliography. Use the articles to support points made in your statement; avoid starting sentences with “Bond and Adams said…..” **Divide the literature review into subject areas**, theoretic areas, and avoid "he said" "she said" paragraphs. Andersen drones on about this in class. Theory not people. Each subject area should have a separate heading in your final paper.

_____ 8. **Method** section that includes
   a. Overview of method section
   b. Population: a description of the population under study and why it was chosen
   c. Sample and sampling method including why this sample was chosen
   d. Human subjects review considerations and accommodations
   e. Variables and how they will be measured. Include your variable sheet from assignment 5 as an appendix and discuss the major variables here. Think about your variable assignment from assignment 8.
   f. Data collection method(s)
   g. Data analysis methods
   Items (a) through (g) will each have their own subheadings in the method section.

_____ 9. **Strengths of the study**. Here you can include issues of bias, validity and reliability. Discuss issues with the work that you propose to do.

_____ 10. **Limitations of the study**. Here you can include issues of bias, validity and reliability. Discuss issues with the work that you propose to do.

_____ 11. **Strengths of [the method]**. Here you should discuss the strengths of surveys, interviews, focus groups, or whatever method you are using to collect data. Fill in the [ ] with the method in the heading.
12. **Limitations of [the data collection method].** Here you should discuss the limitations of surveys, interviews, focus groups, or whatever method you are using to collect data.

13. **The budget.** This is the dollar amount that you are asking for cost in time, labor, and materials to complete this project. This is the spreadsheet of costs with formulas that add up the columns (with some attention to the visual appeal) that you created for assignment 7. Include it as a table, with discussion, in your final paper.

14. **Hypothesized findings** should deal with your educated appraisal of what you will find (based upon your readings, the theories of others, and your knowledge of the subject area).

15. **Future research possibilities** (if you or someone else were doing it). Three minimum.

16. **Bibliography** of at least 10 articles you referenced in your literature review.

17. **Appended materials** such as (you MUST have at least one collection instrument):
   - draft survey instrument or
   - interview script or
   - letters to potential interviewees or …

Rule #1 of appendices: Add no appendix that is not referenced in the body of the proposal and label them in the order they are referenced.

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**[4] Writing Grant Proposals**

We will be going over various aspects of proposal writing in class. Try doing a search of the topic “grant writing” on the web. I did and found an enormous number of sites including materials on writing cover letters.

**[5] Research Prospectus Example**

This prospectus is designed to be an example of the sort of work that you will hand in for your own project in IST 608. It is an example of an action research project. (double space real one!)

**Research Problem:** The University at Albany Library would like to be able to distribute electronically journal articles to science faculty members of its campus, eliminating print journals from the university library. Issues of copyright have been cleared with the various publishers. The librarians are concerned about how this new policy will be received by science faculty members. They are asking for grant monies in order to create, administer, and analyze a survey.

**Previous Research:** There has been a trend over the last decade that would indicate that science faculty members not only have access to equipment that would make electronic dissemination possible but also that they are engaging in research and communications that already make use of electronic technologies. As of 1992, all science faculty at the University at Albany reported access to or ownership of personal computers and communications software (Jones 1993). Furthermore, science faculty around the world have been reported to engage in scholarly debate and exchange of preprints over the Internet (Martin & Martin 1994).

**Proposed Population:** In order to meet the needs of the University Library, the population for this research will be the science faculty members in the chemistry, physics, biology, and astronomy departments at the University at Albany. The research will be limited to full time faculty members (no part-time, adjunct or emeritus).
Possible Variables: The research will study (1) access to or ownership of personal computers and communications software, (2) present ownership of pertinent journals in individuals’ fields, (3) library use of appropriate scientific journals, and (4) willingness to receive articles electronically rather than in print format (including barriers to electronic delivery).

Proposed Methodology: A survey will be developed to measure access, ownership, use and willingness. Fifty percent of the faculty will be surveyed in a random, weighted sample. Descriptive statistics will be reported for the study. (Note that you could decide to do a census and survey everyone—probably a good idea when the population is small and you cannot expect a 100 percent response rate.)

Research Hypothesis: The science faculty members at the University at Albany will be receptive to the idea of electronic journal article dissemination. (Alternately, this could be a research question that asks if they will be receptive—depends upon how much previous research has been done.)

Notes


[6] Problem Sets for IST 608—6 Problem Sets in All

NOTE: Read the following carefully for all six assignments.
- See the class syllabus for due dates for each assignment.
- Calculations can be done with a calculator, but do not use spreadsheets or statistical packages for calculations unless the instructor asks you to do so.
- Handwritten graphs and equations in pencil are fine. Do not take the time to try to word process equations.
- Make sure to label axes, equations, graphs and tables.
- When you are asked to write text, please use a word processing program, double-spaced with at least point 12 type. Hand in the variable assignments separate from the stats problems.
- When doing calculations, include all your work so that the grader can locate problems.
- Finally, when solving mathematical problems, please highlight your answers and put a line between problems. Five points off on the problem set if this is NOT done.

Problem Set 1—basic descriptive statistics from chapters 1-3

A. Variable Assignment: Select one of the articles that you will use in your final paper and have cited in your prospectus. Identify the major variable that the researchers were measuring and then describe how they measured that variable. Write out the citation for the article as well as the variable and its operationalization. You do not need to attach a copy of the article.

B. Statistics Assignment (8 problems):
Pages 119-20: Problems 5, 6, 7, 8, 9, 10, 11b, 13
Problem Set 2—probability from chapter 4 (skipping chapter 5)

A. Variable Assignment: Identify the major variable from your grant proposal. (1) Give it a name. (2) Write a definition of it in one or two sentences. (3) Describe how you might measure this variable. (4) Create three survey questions that would measure the variable using three different types of survey techniques as discussed in class (e.g., open-ended, forced response, Likert). If you are proposing qualitative research, then select a quantifiable variable related to your work and do the assignment.

B. Statistics Assignment (4 problems):
   Page 164: Problems 8, 10, 11, 14

Problem Set 3—normal distributions from chapter 6

Statistics Assignment (4 problems):
   Page 245: Problems 7, 8, 9
   Page 272: Problem 36

Problem Set 4—sampling distributions from chapter 7

A. Variable and Spreadsheet Assignment:
   Make a list of the variables that you think will appear in your final paper. Do this using a spreadsheet program and format it landscape. Give each one [1] a name and then write a one or two sentence [2] definition for each one. Finally, based upon the research method(s) you plan on using, [3] describe how you will operationalize each variable. Note here that you are doing a section of your final paper. These could be qualitative or quantitative variables depending upon your research and data collection method. For example:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>Measurement method</th>
<th>Quest #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance traveled</td>
<td>Number of miles and tenths from driveway to Draper parking lot</td>
<td>Ask each respondent to clock and record miles on his or her car’s odometer</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Statistics Assignment (4 problems):
   Page 321, Problem 1, 2
   Page 322, Problem 3
   Page 486, Problem 2 (in review section of book)

Problem Set 5—estimation from chapter 8 and hypothesis testing from chapter 9

A. Spreadsheet Assignment:
   Create a spreadsheet that reflects the budget for your final paper/project for this course. Include items for personnel and supplies as discussed in class. This spreadsheet will appear in your final paper in the budget section. For this assignment only (not for the final paper), write in two spreadsheet formulas, in pencil, that you used to complete totals for the budget. (Of the form =c6+c7+c8 or = sum(c6:c8) with an arrow from the formula to the cell where it was used.)

B. Statistics Assignment (8 problems): NOTE: do not take the time to verify statistics that B&B already gives you.
   Page 340, Problems 15, 17 (large sample)
   Page 350, Problem 11 (small sample—just do part “b”)
   Pages 350-51, Problem 15 (small sample—do parts “b” and “c”)

CONTINUED ON NEXT PAGE!!!!!
**Problem Set 6—correlation and regression**

**A. Variable Assignment:**
Consider your final paper for this course and the variables that you have defined. First, decide which variable could be considered a dependent variable. Then select one variable that might be an independent variable in a bivariate regression, and positively correlated with your dependent variable. In a short paragraph discuss these two variables, why you have selected them, and what you believe the regression line would look like (create an equation in words and draw a rough graph). Word process except for pencil rough graphics.

Second, find another independent variable that you believe could help predict your dependent variable above and is also positively correlated. In a second short paragraph describe the relationship you believe this variable has to your dependent variable. Which of the two independent variables do you believe has a greater influence on the dependent variable?

Third, identify and discuss a variable that you believe would be negatively correlated with your dependent variable (even if you don’t have one in your final paper and have to make one up). Again draw a rough graph as part of your answer.

Again, if your research proposal is qualitative, create some variables that would be related to your topic if it were quantitative and do this assignment.

**B. Statistics Assignment (3 problems):**
- Page 505, Problem 13 (assume math in “c” is correct)
- Page 506, Problem 17 (use graph paper and work carefully, please)
- Page 521, Problem 7 (this one takes some time and so is a double-points question. See the text above the problem for all the required analysis “a” through “f”)

**[7] Methods Articles**

**Note:** This is a very small set of examples of research articles. Read these to get a sense of how researchers in information science report their results and use different methodologies to explore their research questions. These are on ERes.


[8] Examples of Quiz Questions

Descriptive Statistics

Measures of Center
1. List the three measures of center that we have gone over in class.
   a. __________________
   b. __________________
   c. __________________

d. Which measure of center is most sensitive to outliers (data points that fall far away from the center of the distribution)? _____________________________

e. If all three measures are numerically the same, what does this probably say about the shape of the distribution?

Measures of Spread
2. We have looked at standard deviation, variance, range, interquartile range, and min/max all as measures of the spread of a distribution. Answer these questions either with words or with a formula if you find that easier or more intuitive.
   a. What is the relationship between standard deviation and variance?
   b. What is the relationship between range and min/max?
   c. What is the relationship between range and interquartile range?

d. Give a one sentence definition for standard deviation? Give a second sentence or two to explain how you could use standard deviations from two different data sets to compare these sets. What would you be comparing in the two sets?

Exploratory Data Analysis
3. Greensmith College Study Groups
   a. Use the following data set to construct a stem-and-leaf diagram.

   The following data points were collected at Greensmith College. They concern the number of hours that pairs of undergraduate students spent doing group projects in the campus library over the course of the last two months of the semester.

   63 10 26 45 45 59 50 51 12 29 32 44
   47 58 59 51 51 14 19 41 42 15 15 52
   17 20 22 24 29 52 54 44 36 23 37 23
   49 45 23 38

   b. Create a box-and-whiskers plot for the Greensmith College data set.

   c. What informational differences are there between the stem-and-leaf and box-and-whiskers? What do you gain and lose between the two models? (Four or five sentences)

   d. Write a paragraph (5 or 6 sentences) describing the center, spread and shape of the data set. Be as numeric as you can given the information that you have. (Do not compute variance or standard deviation for this problem.)
Probability

Probability Matrix A displays data from the reading preferences assessment of four groups of adult readers (A, B, C, D). Individuals were asked to state their preference in type of reading materials by genre. Thus, 20 people in group A preferred novels, 4 preferred mysteries, and 1 preferred poetry. Use the matrix to answer questions a through e. Show your work for partial credit. Do not recompute fractions as decimals. Unsimplified fractions are sufficient.

a. Compute marginals and n.

<table>
<thead>
<tr>
<th></th>
<th>Novel</th>
<th>Mystery</th>
<th>Poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>11</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

b. \( P(\text{novel, given A}) = \) __________
   \( P(\text{mystery, given C}) = \) __________
   \( P(\text{poetry, given B or D}) = \) __________
   \( P(\text{not novel, given A or C}) = \) __________

c. \( P(\text{not novel and D}) = \) __________
   \( P(\text{not C and mystery}) = \) __________
   \( P(\text{A, given novel}) = \) __________
   \( P(\text{D, given mystery or poetry}) = \) __________

d. Compute \( P(\text{mystery or novel}) \) using the addition rule \( P(\text{A or B}) = P(\text{A}) + P(\text{B}) - P(\text{A and B}) \)

e. Compute \( P(\text{mystery and novel}) \) using the multiplication rule \( P(\text{A and B}) = P(\text{B}) \times P(\text{A, given B}) \)

Normal Distributions

For each of the following problems (1) draw a graphic, (2) compute Z score(s), and (3) find the indicated probability under the curve using the table provided. For all problems (a through f) \( \mu \) equals 25 and the \( \sigma \) equals 2.5

\[
Z_x = \frac{(x - \mu)}{\sigma} \quad Z_x = \frac{(x - \mu)}{\left(\frac{\sigma}{\sqrt{n}}\right)} \quad \text{[this is x bar and sq root n]}
\]

a. \( P(x < 30) \)

b. \( P(30 < x < 35) \)

c. \( P(23 < x < 24) \)
d. \( P(23 < x < 24) \) where \( n = 9 \)

e. In two or three sentences explain why the probabilities in parts c and d are not the same.

**Estimation**

A group of graduate students has been asked to estimate the population parameter (\( \mu \)) for number of hours that professors spend counseling students about their schedules. The students randomly polled 100 faculty members and found out that they had an average (\( \bar{x} \)) of 8.5 hours per week and a standard deviation of 4 hour (sample statistic) among them.

1. Using the data above create an 80% confidence interval for the true population parameter for the number of hours that faculty members spend counseling. Remember that a confidence interval is defined as the range from sample statistic minus an error term through the sample statistic plus the error term.

   Error in this case is defined as \( E = Z_c \times \frac{s}{\sqrt{n}} \) [this is sq root n] and \( Z_c \) is 1.28 for an 80 percent confidence level.

2. Compute the range of the confidence interval (max minus min): _______________________

3. Now compute a 99% confidence interval for the same data. \( Z_c \) is 2.58 for a 99 percent confidence level.

4. Compute the range of the confidence interval (max minus min): _______________________

5. Explain in mathematical terms why the answers in #2 and #4 are not the same. What is the difference between an 80% and a 99% confidence interval in terms of the percentage that you wish to be WRONG?

**Hypothesis Testing**

Based upon a survey of special libraries in North America, the average budget was 67 thousand dollars a year, with a standard deviation of 3,600 dollars. A sample of 52 libraries in Massachusetts was examined which had an average budget of 59 thousand dollars. Conduct hypothesis tests to see if the Massachusetts budgets were significantly less than the national average. CV for a one tailed test at alpha of .01 = 2.33 CV for a one tailed test at alpha of .05 = 1.645

1. Null hypothesis:

2. Research hypothesis:

3. Draw a normal curve and label the critical value and critical region for a test with alpha = .01.

4. Draw a normal curve and label the critical value and critical region for a test with alpha = .05.

5. Compute the test statistic for \( \bar{x} \) where \( Z_{\bar{x}} = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}} \)

6. Would you reject or fail to reject your null hypothesis at an alpha of .01? ______________

7. Would you reject or fail to reject your null hypothesis at an alpha of .05? ______________

8. In two or three sentences explain in plain English what your findings mean.
**Bivariate Regression**

Answer the following questions about bivariate regression.

1. Identify the specified elements in the following bivariate regression equation. \( Y = 3.6 - 0.5X \)
   a. Slope ______________________
   b. Sign of the slope ______________
   c. Y intercept _________________
   d. Independent variable _____________
   e. Dependent variable ______________
   f. For \( x = 2 \), predict \( y \). \( Y = \) ________
   g. If the \( r \) for this equation were calculated at .96, how much of the correlation between the two variables is explained by the equation? _______________
   h. How much of the variability between the two variables is NOT explained? _______________
   i. In the space below, draw an x/y axis and graph the line for this linear regression. Identify the two points with (x,y) coordinates. Make one of the points the y intercept.

**Correlation and Regression short answers**

One sentence answers, please.

1. What is the difference between correlation and regression?

2. What is the difference between bivariate and multivariate regression?

3. Why might you decide to eliminate one variable from a multivariate regression research project? (There are many answers to this; give at least one reason)

4. Draw a picture of a positive correlation on an x/y axis. Label the axes and the y intercept. (You can do this without any numbers, just draw the line and an arrow to the intercept.)

**A correlation matrix**

Study the following correlation matrix and then answer the questions that follow.

<table>
<thead>
<tr>
<th></th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td></td>
<td>-.33</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>-.96</td>
<td>.22</td>
<td>.72</td>
</tr>
<tr>
<td>C3</td>
<td></td>
<td>.65</td>
<td>.72</td>
</tr>
</tbody>
</table>

1. The strongest correlation is between which two variables in the matrix? _____ and _______
2. The weakest correlation is between which two variables in the matrix? _____ and _______
3. Identify the correlation in the matrix that has an \( R^2 \) of approximately 50%. _____ and _____
4. Examining the matrix you note that variable C1 is negatively correlated with all the other variables. In two or three sentences explain what this means. You can give an example if you wish.
5. If you were to run a bivariate regression on any two variables in the matrix and you were looking for the greatest predictive power, which two variables would you use? Why?
[9] Powell chapter key for second, third, and fourth editions

<table>
<thead>
<tr>
<th>2d</th>
<th>3d</th>
<th>4th</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1 Research and librarianship</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2 Developing the research study</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>4 Selecting the research method</td>
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<td>3</td>
<td>3</td>
<td>4 Survey research and sampling</td>
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<td>4</td>
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<td>5 Data collection techniques</td>
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<td>6 Experimental research</td>
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<td>6</td>
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<td>7 Qualitative research</td>
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<td>6</td>
<td>7</td>
<td>8 Historical research</td>
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<td>7</td>
<td>8</td>
<td>9 Analysis of data</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10 Writing the research proposal (on ERes)</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11 Writing the research report</td>
</tr>
</tbody>
</table>

The 608 syllabus uses 4th edition numbers. Use the chart above depending upon which edition your own. Read “Qualitative research” particularly if your proposal for 608 is based on analyzing text rather than numbers.