

## PLAN 720: PLANNING METHODS FALL 2020

<b>Instructors</b>	
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<b>Teaching Assistants</b>	
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<b>Lab</b>	<b>Wednesdays</b> <b>9:20 - 10:20am</b> <b>10:45 - 11:45am</b> <b>1:45 - 2:45pm</b>
<b>Recitation</b>	<b>Fridays 3:15 - 4:15pm</b>

### Course Description

Almost every planning policy, intervention, and program involves data, public action, and process. By definition, we plan to anticipate, influence, or manage future outcomes. Planners must understand how information and process matters in determining the success of their interventions. PLAN 720 is an introductory course in planning methods featuring lectures, in-class assignments, problem sets, labs, and hands-on group assignments. The course focuses on 1) defining research questions, 2) reviewing existing data, 3) crafting study designs, 4) collecting data, 5) the conceptualizing and completing data analyses, 6) creating data visualizations, and 7) interpreting and presenting results.

This course covers study design, analysis and interpretation; quantitative and qualitative approaches to data collection; verbal, written and visual communication; and the processes and institutions involved in urban planning and design decision-making. It is a hands-on, skill-building course focused on the development of professional skills including project management, grant-writing, and meeting organization and facilitation. In addition to completing readings selected to build theoretical knowledge, students will engage in 1) regular writing assignments to improve the quality and speed of their professional writing; 2) problem sets to hone analytic techniques and interpretation; and 3) longer projects to develop their critical analysis of real-world cases and the acquisition of crucial management skills.

## Course Goals

The overarching goal of this course is to help you understand the role of data and methods in problem identification, policy formation, the implementation of planning interventions, and evaluation of outcomes. The following specific goals and objectives outline the major learning outcomes of this class.

Goal 1	<b>Students will be able to apply basic quantitative and qualitative techniques and draw inferences based on these analyses.</b>	
	Objective 1A	Students will be proficient in the creation of policy questions and basic data collection techniques.
	Objective 1B	Students will demonstrate knowledge and understanding of data summarization and presentation.
	Objective 1C	Students will be able to perform statistical and thematic analysis of quantitative and qualitative data.
Goal 2	<b>Students will communicate information and analyses clearly and persuasively.</b>	
	Objective 2A	Students will be able to create data visualizations (i.e., charts, tables, and figures) that are accurate representations of the underlying data and that are understandable to non-technical audiences.
	Objective 2B	Students will be able to produce written documents that are substantive, organized, grammatically accurate, and written in a professional tone with limited time.
	Objective 2C	Students will be able to communicate verbally about planning-related data in a clear and articulate manner.
Goal 3	<b>Students will evaluate research including study design, analysis, and interpretation.</b>	
	Objective 3A	Students will be able to acquire and synthesize information from a variety of sources.
	Objective 3B	Students will be able to interpret peer-reviewed research and professional reports.
Goal 4	<b>Students will demonstrate the skills necessary to manage a project.</b>	
	Objective 4A	Students will be able to demonstrate proficiency in all five phases of project management (i.e., initiation, planning, execution, control and closing).
	Objective 4B	Students will be able to articulate their management style and their professional strengths and weaknesses.
	Objective 4C	Students will be able to design effective agendas tailored to different forms of participation and facilitate a range of different types of meetings.
	Objective 4D	Students will be able to recognize and respond appropriately to ethical and professional dilemmas.
	Objective 4E	Students will be able to identify and resolve challenges that results from working with a team.

## Course Readings

Readings for this course are listed under “Lessons” on SAKAI. There are two textbooks that cover course material.

1. Agresti & Franklin. Statistics: The art and science of learning from data. Prentice Hall.	Any edition is fine.
2. Gonick & Smith. 1993. The Cartoon Guide to Statistics. New York: Collins Reference.	
<b>Books on reserve in the House Undergraduate Library.</b>	
3. General Accounting Office. 1992. <i>Quantitative Data Analysis: An Introduction</i> . <a href="http://www.gao.gov/special.pubs/pe101111.pdf">http://www.gao.gov/special.pubs/pe101111.pdf</a>	Available as e-reserve
4. Klass, G. 2012. <i>Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data</i> . New York: Rowman & Littlefield Publishers.	Available as e-reserve
5. Tufte, E. 2001. <i>The Visual Display of Quantitative Information</i> . Cheshire, Connecticut: Graphics Press.	Currently print only
6. Miller, Jane. 2004. <i>The Chicago Guide to Writing About Numbers</i> . Chicago: Univ. of Chicago Press.	Available as e-reserve <i>Good reference for writing up your analysis.</i>
7. Morgan, S, et al. 2002. <i>From Numbers to Words: Reporting Statistical Results for the Social Sciences</i> . Boston: Allyn & Bacon.	Available as e-reserve <i>Useful for writing up statistical analyses.</i>
8. Myers, Dowell. 1992. <i>Analysis with local census data</i> . New York: Academic Press.	Available as e-reserve <i>Good reference for how to handle census data.</i>
9. Dandekar, Hemalata (ed.). 2003. <i>The Planner's Use of Information</i> . Chicago: Planners Press.	Currently print only <i>Good memos on how to write and present data.</i>
10. Patton, Carl and Sawicki, David. <i>Basic Methods of Policy Analysis and Planning</i> . Upper Saddle River, N.J: Prentice Hall.	Available as e-reserve
11. Klosterman, Richard. <i>Community Analysis and Planning Techniques</i> . Savage, Md: Rowman & Littlefield.	Currently print only
12. Schutt, R. 2006. <i>Investigating the Social World: The Process and Practice of Research</i> . Thousand Oaks, CA: Pine Forest Press.	Available as e-reserve <i>Good overview of research design.</i>
13. Duarte, Nancy. 2008. <i>Slide:ology: the art and science of creating great presentations</i> . Sebastopol, CA: O'Reilly Media.	Available as e-reserve

### Required software/hardware

You must have a financial/scientific calculator (not simply on cell-phone/tablet) and Excel. For Mac owners, you must have the most recent version of Excel. Office is available for free or at a discount through UNC <http://software.sites.unc.edu/software/microsoft-products/>.

## Laptops and cell phones

Learning in a setting with in-person and remote components presents a number of challenges to communication and attention span. In order to maximize our productivity during synchronous sessions, limit your use of technology to class activities. Please turn off your cellphones before the beginning of class sessions. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

## Course Format

Students should come to each class prepared to participate actively in discussions. You should be able to summarize the major points or arguments of the readings and provide a critical analysis and evaluation of key concepts. Course readings should be completed prior to the class session they are listed under. Weekly course content may also be shared as videos or voice over slides and should be viewed prior to class.

Scheduled synchronous sessions will be a mixture of presentations, extensive class discussion, and in-class activities and will be recorded. Asynchronous discussion will occur in SAKAI using forums and Voice Threads.

We will review **lab session** assignments during the first week of classes. Attendance is optional, but VERY strongly encouraged. We suggest you review the lab topics ahead of time to determine your level of expertise on the topic. To gain access to lab computers, please use this link to reserve a computer (<https://go.unc.edu/DCRPComputerReserve>).

**Recitations** will be used for review course content. These sessions are optional, but you are strongly encouraged to attend.

## Course Requirements

You will be evaluated on four main components of the course, and each component parallels you will be evaluated as a planning professional (or most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer time period; and 4) demonstrating your understanding of the core aspects of your field. Please note: Elements of this syllabus are subject to change.

<b>Requirements by % of Course Grade</b>		
<b>Course Component</b>	<b>Due Date</b>	<b>% of Course Grade</b>
CITI training	August 28 <sup>th</sup> at 11:55pm EST	0*
Problem Sets + Memo	Ongoing, due Fridays at 11:55pm EST	30
Engagement plan & Letter of Intent	Oct 2 <sup>nd</sup> at 11:55pm EST	10
MP Proposal	Nov 14 <sup>th</sup> at 11:00am	15
Exam	December 6 <sup>th</sup> at 12:00pm	25
Participation	Ongoing	20

\*Must be completed to pass course

**CITI training:** A requirement of undertaking human subjects research at Carolina is the completion of the CITI Training course. This course reviews basic issues of how to ethically interact with human subjects. The course is available at: <http://research.unc.edu/offices/human-research-ethics/getting-started/training/>. Select the “Direct to CITI Online Course” option. You should complete the Basic Course for Social and Behavioral Research.

**Weekly Assignments:** These on-going assignments may include problem sets, memos and other professional development activities that will give you practice on techniques we cover in class. For this course, it is appropriate (and encouraged) to discuss and work together on weekly assignments. We expect that if you work together on the problem set portion of the assignment, you understand all responses, and write any memos separately.

**Engagement Activity and Letter of Intent:** Community engagement exists in many forms and is central to the practice of planning, but it is still a contested concept. This group assignment is designed to help reflect how you will incorporate engagement techniques in your career. You will need to build a plan for a series of engagement activities based on a real-world scenario and respond to a fictional Request for Proposal to fund your project. The proposal will likely necessitate the use of quantitative data and the qualitative analyses of public documents. This project will solidify project management skills acquired during this class.

**Master’s Project Proposal:** Each student must complete a master’s project to fulfill the requirements of the program. These projects can take on many different forms (e.g., research paper, a critical essay, an extensive case study, or a development and evaluation of a program, project, or plan.), but the department has a unified proposal format (<https://planning.unc.edu/academics/masters/mpguide/>). This individual assignment will get you thinking about a potential topic and allow you to ground course concepts in a planning area that interests you.

**Exam:** There will be one exam that will cover research design, qualitative approaches, and descriptive and inferential statistics. There will be no make-up exams. If you miss the exam due to an excused absence (illness, family emergency, etc.), there will be no make-up. When the exam is missed for an excused absence, the other course requirements will be re-weighted and the final exam will not be considered in your course grade. If you miss the final for an unexcused absence, you will receive a grade of 0 for the final exam.

**Participation:** Participation in the class and effective collaboration with your teammates is essential in this course. It will be assessed via participation during class and in on-line forums, short assignments, peer evaluations, and written reflection of collaborative work.

## **Late Assignments**

We expect all assignments to be handed in on time. Any assignments turned in late will incur a penalty of a half-grade (letter graded assignments) or half the standard deviation (numeric graded assignments). For example if a paper is a day late, the grade would change from a P to a P-. If the paper were two days late, the grade would change from an H to a P. If you cannot make a deadline, let us know ahead of time (not the night before an assignment is due) so we can discuss options.

## **Communication**

The best way to reach an instructor is by email or during their office hours. If our office hours do not fit your schedule, you can email us

- All emails should include PLAN 720 in the subject line. We will make every effort to respond to your emails on the same day received unless received after 6:00 pm. Please do not wait until the last minute to contact us about assignments, especially if you are having problems.
- Please contact an instructor as soon as possible should a circumstances such as a medical or family emergency or a religious holiday so we can work with you to make accommodations.

For the teaching assistants, students may reserve a 20 minute time window during office hours for either teaching assistant, but the reservation must be made at least 12 hours in advance. They are happy to meet outside of those times if extenuating circumstances exist. In terms of email, students should address all emails to both of teaching assistants. Students can expect a response within 12 hours during the workweek, but should not expect responses over the weekend (although they may respond).

## **UNC HONOR CODE**

“It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.”

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. In order to uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center website for information about citations and how to avoid plagiarizing:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

Each assignment should include the following Honor Pledge:

“On my honor, I have neither given nor received unauthorized aid on this assignment.”

## Semester at a Glance

Elements of this syllabus are subject to change.

		<b>Study Design and Methods Topic</b>
11-Aug	Sess. 1	Course Introduction & Information in Planning
13-Aug	Sess. 2	Research Ethics & Use/Misuse of Data
18- Aug	Sess. 3	Public Participation and Engagement I
20-Aug	Sess. 4	Public Participation and Engagement II
25-Aug	Sess. 5	Study Design I: Asking Research Questions
27-Aug	Sess. 6	Study Design II: Quantitative and Qualitative Approaches & Sampling
1-Sept	Sess. 7	Study Design III: Internal and External Validity
3-Sept	Sess. 8	Survey Design I: Process Design
8-Sept	Sess. 9	Survey Design II: Memory and Instrument Format
10-Sept	Sess. 10	Survey Design III: Question Content and Ordering
15-Sept	Sess. 11	Introduction to Qualitative Data & Qualitative Data I: Interviewing
17-Sept	Sess. 12	Qualitative Data II: Interviewing
22-Sept	Sess. 13	Qualitative Data III: Content Analysis
24-Sept	Sess. 14	Qualitative Data IV: Content Analysis
29-Sept	Sess. 15	Qualitative Data V: Interpretation and Presentation
1- Oct	Sess. 16	Introduction to Quantitative Data
6-Oct	Sess. 17	Describing Data I- Categorical & Quantitative
8-Oct	Sess. 18	Describing Data II- Percentiles and Change Over Time
13-Oct	Sess. 19	Probability and Sampling Distributions
15-Oct	Sess. 20	Confidence Intervals
20-Oct	Sess. 21	Significance Tests I
22-Oct	Sess. 22	Significance Test II
27- Oct	Sess. 23	Comparison of Means I- 2 Groups
29- Oct	Sess. 24	Comparison of Means II- 2 Groups
3 –Nov	Sess. 25	Comparison of Proportions I- 2 Groups
5-Nov	Sess. 26	Comparison of Proportions II- 2 Groups
10-Nov	Sess. 27	Chi-Squared
12- Nov	Sess. 28	ANOVA
17-Nov	Sess. 29	Bivariate Regression
18-24 Nov Exam- Date to be Announced		

## Course Readings

<b>Session 1: Information in Planning</b>	<b>8/11</b>
Innes, J. (1998). Information in Communicative Planning. <i>Journal of the American Planning Association</i> 64 (1): 52-68.	
Sandercock, L. (2004.). Towards a Planning Imagination in the 21 <sup>st</sup> Century. <i>Journal of the American Planning Association</i> 70(2): 133-141.	
<b>Session 2: Research Ethics &amp; Use and Misuse of Descriptive Data</b>	<b>8/13</b>
Resnik, D. What is Ethics in Research & Why is it Important? <a href="https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm">https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm</a>	
American Institute of Certified Planners. (2005). AICP Code of Ethics and Professional Conduct. Retrieved December 29, 2013 from <a href="https://www.planning.org/ethics/ethicscode.htm">https://www.planning.org/ethics/ethicscode.htm</a> .	
Klass, G. (2012). <i>Chapter 6: The Graphic Display of Data. Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data</i> . New York: Rowman & Littlefield Publishers.	
<b>For Future Reference</b>	
Tufte, E. 2001. <i>The Visual Display of Quantitative Information</i> . Cheshire, Connecticut: Graphics Press.	
<b>Session 3: Public Participation &amp; Community Engagement I</b>	<b>8/18</b>
Arnstein, S. (1969). A Ladder of Citizen Participation. <i>Journal of the American Institute of Planners</i> , 35(4): 216–224.	
Day, D. (1997). Citizen Participation in the Planning Process: An Essentially Contested Concept? <i>Journal of Planning Literature</i> , 11(3): 421–434.	
Kaner, S. (2011). Chapter 11: Designing Realistic Agendas. In <i>Facilitator's Guide to Participatory Decision-Making</i> . John Wiley & Sons.	
<b>Session 4: Public Participation &amp; Community Engagement II</b>	<b>8/20</b>
Lederman, J. (2019). The People's Plan? Participation and Post-Politics in Flint's Master Planning Process. <i>Critical Sociology</i> , 45(1), 85–101.	
Zapata, M. A., & Bates, L. K. (2015). Equity Planning Revisited. <i>Journal of Planning Education and Research</i> , 35(3), 245–248.	
Doyle, M., & Straus, D. (1982). Chapter 7: How to be a Good Recorder. In <i>How to Make Meetings Work: The New Interaction Method</i> . Jove Books.	



<b>Session 5: Study Design I- Asking Research Questions</b>	<b>8/25</b>
Schutt, R. (2006). Chapter 2: The Process and Problem of Social Research. <i>Investigating the Social World: The Process and Practice of Research</i> . Thousand Oaks, CA: Pine Forest Press.	
Forcese, D. and Richter, S. (1973). Chapter 4: Models, Hypotheses and Theory. <i>Social Research Methods</i> . Prentice Hall.	
<b>Recommended:</b> Explore Research Methods Knowledge Base ( <a href="http://www.socialresearchmethods.net/kb/intres.php">http://www.socialresearchmethods.net/kb/intres.php</a> )	
<b>Session 6: Study Design II- Qual &amp; Quant Approaches &amp; Sampling</b>	<b>8/27</b>
Schutt, R. (2006). Chapter 6: Research Design and Causation. <i>Investigating the Social World: The Process and Practice of Research</i> . Thousand Oaks, CA: Pine Forest Press.	
Agresti & Franklin. <i>Chapter 4: Gathering Data</i> . Statistics: The art and science of learning from data. Prentice Hall.	
Schutt, R. (2006). Chapter 5: Sampling. <i>Investigating the Social World: The Process and Practice of Research</i> . Thousand Oaks, CA: Pine Forest Press.	
<b>Session 7: Study Design III- Measurement and Validity</b>	<b>9/1</b>
Schutt, R. (2006). Chapter 4: Conceptualization and Measurement. <i>Investigating the Social World: The Process and Practice of Research</i> . Thousand Oaks, CA: Pine Forest Press.	
Klass, G. 2012. <i>Chapter 3: Statistical Fallacies, Paradoxes and Threats to Validity</i> . Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data. New York: Rowman & Littlefield Publishers.	
<b>Session 8: Survey Design I- Process Design</b>	<b>9/3</b>
Groves, R., Fowler Jr., F., Couper, M., Lepkowski, J., Singer, E., and Tourangeau, R. (2009). Chapter 2: Inference and Error in Surveys. <i>Survey Methodology</i> . Hoboken, NJ: John Wiley & Sons, Inc.	
Groves, R., Fowler Jr., F., Couper, M., Lepkowski, J., Singer, E., and Tourangeau, R. (2009). Chapter 5: Methods of Data Collection. <i>Survey Methodology</i> . Hoboken, NJ: John Wiley & Sons, Inc.	
<b>Session 9: Survey Design II- Memory and Instrument Format</b>	<b>9/8</b>
Tourangeau, R., Rips, L., Rasinski, K. (2000). Chapter 1. The Psychology of Survey Response. Cambridge: Cambridge University Press.	

<b>Session 10: Survey Design III- Question Content and Ordering</b>	<b>9/10</b>
Fowler, F.J. Jr. (1995). Chapter 5: Designing Questions to be Good Measures; Chapter 6: Evaluating Survey Questions and Instruments; Chapter 7: Survey Interviewing, and Chapter 8: Preparing Survey Data for Analysis. In <i>Improving Survey Questions: Design and Evaluation</i> , Applied Social Research Methods Series Volume 38. Thousand Oaks, CA: SAGE Publications.	
<b>Session 11: Qualitative Data Collection and Interviewing I</b>	<b>9/15</b>
Candle, S. (1994). Chapter 4: Using Qualitative Methods. In Wholey, J., Hatry, H., Newcomer, K. (Eds.), <i>Handbook of Practical Program Evaluation Decision-Making</i> . San Francisco: Jossey-Bass Publishers.	
United States General Accounting Office. (1991). <i>Using Structured Interviewing Techniques</i> . Program Evaluation and Methodology Division.	
<b>Session 12: Interviewing II</b>	<b>9/17</b>
Fylan, F. (2005). Semi-structured interviewing. In Miles, J., & Gilbert, P. (Eds.) <i>A handbook of research methods for clinical and health psychology</i> . Oxford: Oxford University Press.	
Whiting, L. (2008) Semi-structured interviews: guidance for novice researchers. <i>Nursing Standard</i> . 22, 23: 35-40.	
<b>Session 13: Content Analysis I</b>	<b>9/22</b>
Krippendorff, K. (2004). Chapters 1, 2, and 3. <i>Content Analysis: An Introduction to its Methodology</i> (2nd ed.). Thousand Oaks, CA: Sage Publications.	
<b>Session 14: Content Analysis II</b>	<b>9/24</b>
Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. <i>NursingPlus Open</i> , 2(February), 8–14.	
<b>Session 15: Interpretation and Presentation I</b>	<b>9/29</b>
Saldana, J. (2009). Chapters 4 and 5. <i>The Coding Manual for Qualitative Researchers</i> . Thousand Oaks, CA: Sage Publications.	
Spiggle, S. (1994). Analysis and Interpretation of Qualitative Data in Consumer Research. <i>Journal of Consumer Research</i> , 21(3): 491-503.	
<b>Session 16: Introduction to Quantitative Data</b>	<b>10/1</b>
Klass, G. (2012). Chapter 5: Tabulating the Data and Writing about the Numbers. <i>Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data</i> . New York: Rowman & Littlefield Publishers.	
Gonick & Smith. 1993. Chapter 2: Data Description. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	

<b>Session 17: Describing Data I- Categorical &amp; Quantitative</b>	<b>10/6</b>
GAO Quantitative Analysis, Chapters 1 -3, 5 [Describing quantitative variables]	
Agresti & Franklin. Chapter 2. Exploring Data with Graphs with Numerical Summaries. The art and science of learning from data. Prentice Hall.	
<b>Session 18: Describing Data II- Percentiles and Change Over Time</b>	<b>10/8</b>
Klass, G. (2012). Chapter 9: Measuring Poverty and Inequality. <i>Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data</i> . New York: Rowman & Littlefield Publishers.	
Cowell, F. Chapters 1 and 2. Measuring Inequality. New York: Prentice Hall.	
<b>Session 19: Probability and Sampling Distributions</b>	<b>10/13</b>
Agresti & Franklin. Chapters 6: Probability Distributions. <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
Agresti & Franklin. Chapters 7: Sampling Distributions. <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
Gonick & Smith. (1993). Chapters 3, 4, 5, and 6. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	
<b>Session 20: Confidence Intervals</b>	<b>10/15</b>
Agresti & Franklin. Chapter 8: Confidence Intervals. <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
Gonick & Smith. (1993). Chapter 7: Confidence Intervals. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference	
<b>Session 21: Significance Tests I</b>	<b>10/20</b>
Agresti & Franklin. Chapter 9: Significant Tests about Hypotheses. <i>Statistics: The art and science of learning from data</i> .	
Gonick & Smith. 1993. Chapter 8: Hypothesis Testing. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	
<b>Session 22: Significance Tests II</b>	<b>10/22</b>
See Session 21	
<b>Session 23: Comparison of Means I- 2 Groups</b>	<b>10/27</b>
Agresti & Franklin. Chapter 10 (esp. 10.2). <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
Gonick & Smith. (1993). Chapter 9. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	

<b>Session 24: Comparison of Means II- 2 Groups</b>	<b>10/29</b>
See Session 23	
<b>Session 25: Comparison of Proportions I- 2 Groups</b>	<b>11/3</b>
Agresti & Franklin. Chapter 10 (esp. 10.1). <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
Gonick & Smith. (1993). Chapter 9. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	
<b>Session 26: Comparison of Proportions II- 2 Groups</b>	<b>11/5</b>
See Sessions 25	
<b>Session 27: Chi- Squared</b>	<b>11/10</b>
Agresti & Franklin. Chapter 11.1, 11.2, and 11.5: Analyzing the Association between Categorical Variables. <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
<b>Session 28: ANOVA</b>	<b>11/12</b>
Agresti & Franklin. Chapter 14: Analysis of Variance Methods. <i>Statistics: The art and science of learning from data</i> . Prentice Hall.	
<b>Session 29: Bivariate Regression</b>	<b>11/17</b>
Agresti & Franklin. Chapter 3.3: Predicting the Outcome of a Variable. <i>Statistics: The art and science of learning from data</i> .	
Agresti & Franklin. Chapter 12: Analyzing the Association between Quantitative Variables. <i>Statistics: The art and science of learning from data</i> .	
Gonick & Smith. 1993. Chapter 11. <i>The Cartoon Guide to Statistics</i> . New York: Collins Reference.	