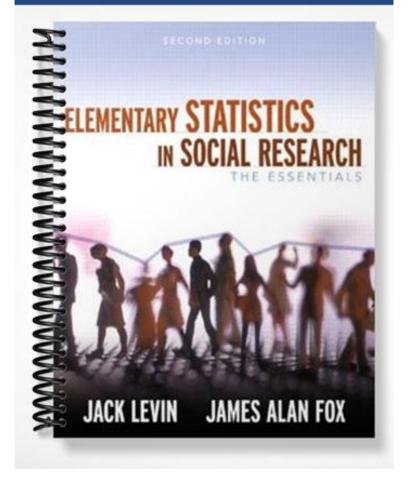
TEST BANK



Instructor's Manual and Test Bank

for

Levin and Fox

Elementary Statistics in Social Research The Essentials

Second Edition

prepared by

Jeb Booth Northeastern University



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Instructor's Manual Contents

Chapter 1	Why the Social Researcher Uses Statistics	1
Chapter 2	Organizing the Data	7
Chapter 3	Measures of Central Tendency	14
Chapter 4	Measures of Variability	19
Chapter 5	Probability and the Normal Curve	24
Chapter 6	Samples and Populations	29
Chapter 7	Testing Differences Between Means	34
Chapter 8	Analysis of Variance	39
Chapter 9	Nonparametric Tests of Significance	44
Chapter 10	Correlation	48
Chapter 11	Regression Analysis	53
Chapter 12	Nonparametric Measures of Correlation	56
Chapter 13	Applying Statistical Procedures to Research Problems	57

Test Bank Contents

Chapter 1	Why the Social Researcher Uses Statistics	1
Chapter 2	Organizing the Data	6
Chapter 3	Measures of Central Tendency	13
Chapter 4	Measures of Variability	18
Chapter 5	Probability and the Normal Curve	21
Chapter 6	Samples and Populations	27
Chapter 7	Testing Differences Between Means	34
Chapter 8	Analysis of Variance	45
Chapter 9	Nonparametric Tests of Significance	52
Chapter 10	Correlation	60
Chapter 11	Regression Analysis	69
Chapter 12	Nonparametric Measures of Correlation	75
Chapter 13	Applying Statistical Procedures to Research Problems	80

Chapter 1 At-a-Glance: <u>Why the Social Researcher Uses Statistics</u>

Detailed Outline	Print Supplements	Media Supplements
The Nature of Social Research p. 1	Test Bank: 1.1-1.8; 1.30-1.35	Companion Website:
Explain and Predict • Variables and		http://wps.ablongman.com/ab_levi
Constants • Unit of Observation •	Workbook: Preface: pgs. 5-6	nfox_elemstats_9
Hypothesis • Independent &		
Dependent Variables		
Why Test Hypotheses p. 2		
Social Reality vs. Commonsense		
Observations • Mass Murder		
Example •		
The Stages of Social Research p. 4	Test Bank: 1.9, 1.29	
Identify Problem • Develop		
Instrument • Collect data • Analyze		
Results • Report Results		
Using Series of Numbers to Do	Test Bank: 1.10-1.26; 1.26-1.29	
social Research p. 4		
Levels of Measurement Nominal	Overhead: I	
Ordinal • Interval • Ordinal as		
Interval	Workbook: pgs. 4-5	
The Functions of Statistics p. 9	Test Bank: 1.27-1.28; 1.3639	
Quantify • Description • Frequency		
Distribution • Decision making •	Workbook: pgs. 7-10	
Drawing Inferences • Important		
Note About Rounding		
Summary p. 13		
Questions and Problems p. 14		Companion Website:
Looking at the Larger Picture		http://wps.ablongman.com/ab_levi nfox_elemstats_9

OVERHEAD I DETERMINING LEVELS OF MEASUREMENT

Taken from Chapter 1, the following overhead shows a frequency distribution of age of ten students in a hypothetical statistics class. The features that you might point out are as follows:

- A question itself, when asked, does not necessarily determine the level of measurement, rather, it is determined by the way the data is recorded, organized, or displayed.
- The categories of age are shown in several frequency distributions representing different levels of measurement.
- Nominal variables classify or categorize and include dichotomies, those variables with only two choices or reorganized into two categories.
- Ordinal variables rank or order the variable attributes in a logical or meaningful way.
- Interval variables assign a score that is at an equal distance or 'interval' from those scores adjacent to them. This allows a greater number of mathematical operations.

Frequency Distribution of Age

Age	f	
21 and over	7	
20 and under	<u>3</u>	
Total	10	

Frequency Distribution of Age

Student	Rank Age
Lisa	1 = oldest
Tom	2 = second
Jorge	3 = third
Sheila	4 = fourth
Cole	5 = fifth
Rylee	6 = sixth
Stephen	7 = seventh
Tanya	8 = eighth
Luis	9 = ninth
Veronica	10 = tenth

Student	Age	
Lisa	27	
Tom	26	
Jorge	24	
Sheila	23.5	
Cole	23	
Rylee	22	
Stephen	21	
Tanya	20	
Luis	19	
Veronica	<u>18</u>	
Total	10	

Frequency	Distribution	of Age
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HANDOUT 1.1 DETERMINING LEVELS OF MEASUREMENT

Taken from Chapter 1, the following handout can be used as a quiz, an in-class assignment, or for discussion. The features that you might point out are as follows:

- Nominal variables classify or categorize and include dichotomies, those variables with only two choices or reorganized into two categories.
- Ordinal variables rank or order the variable attributes in a logical or meaningful way.
- Interval variables assign a score that is at an equal distance or 'interval' from those scores adjacent to them. This allows a greater number of mathematical operations.

Handout 1.1

Name: Date:

Class:

LEVELS OF MEASUREMENT

1. Suppose you were to interview five political candidates about their stance on environmental crime and you organized them from low to high in terms of your opinion of how tough they would be on environmental crime. You would be using what level of measurement?

a.	ratio	c.	nominal
b.	ordinal	d.	interval

2. The identification numbers given to arriving prisoners are example of scores on a(n)

a.	nominal scale	c.	interval scale
b.	ratio scale	d.	ordinal scale

- 3. Compared to the ordinal level of measurement, the interval level
 - not only indicates the order of categories, but also the exact distance between a. them
 - does not provide labeling of each score. b.
 - starts from a true zero point. C.
 - only categorizes. d.
- 4. Statistics can be used to
 - reduce data to more easily understood descriptive terms. a.
 - generalize results. b.
 - determine when an observed difference between two or more groups is the result c. of chance, or when it is the result of "real" differences between groups.
 - all of the above. d.
- 5. Criminal justice researchers use measurement to:
 - A) classify or categorize data
 - rank order data B)
 - C) assign a score
 - D) all of the above

Handout 1.1

 Name:
 Date:
 Class:

6. Nominal measurement is used primarily to:

- A) classify or categorize data
- B) rank order data
- C) assign a score
- D) all of the above
- Ordinal measurement is used primarily to: 7.
 - A) classify or categorize data
 - B) rank order data
 - C) assign a score
 - D) all of the above

Classify the measurement type in each of the following examples as:

- A) nominal
- B) ordinal
- C) interval
- 8. Type of car stolen.
- 9. Seriousness of offense.
- 10. Amount of money stolen in dollars.
- Alphabetical listing of inmate names. 11.
- 12. The numbers on an inmate's clothing.
- 13. Racial categories.
- Fear of crime (a lot, some, none). 14.
- Years of sentence length. 15.
- Number of stolen cars. 16.

Chapter 2 At-a-Glance: Organizing the Data

Detailed Outline	Print Supplements	Media Supplements
Frequency Distribution of Nominal Data p. 21		Companion Website: http://wps.ablongman.com/ab_levi nfox_elemstats_9
Comparing Distributions p. 22	Workbook: pg. 15	
Proportions and Percentages p. 23	Test Bank: 2.1-2.8	
Simple Frequency Distributions of Ordinal and Interval Data p. 24	Test Bank: 2.9-2.10 Overhead: II	
Grouped Frequency Distributions	Test Bank: 2.11-2.15; 2.30; 2.33	
of Interval Data p. 25 Class Limits • The Midpoint • Guidelines for Class Intervals	Workbook: pg. 16	
Cumulative Distributions p. 27 Cumulative Frequencies • Cumulative Percentage	Test Bank: 2.16-2.23; 2.36-2.39	
Dealing with Decimal Data p. 29		
Flexible Class Intervals p. 31	Test Bank: 2.32	
	Workbook: pg. 47	
Cross-Tabulations p. 33 Marginal Distributions • Total Percents • Row Percents • Column Percents • Choosing among Total, Row, and Column Percents	Test Bank: 2.24-2.28; 2.42-2.43	
Graphic Presentations p. 39 Pie Charts • Bar Graphs &	Test Bank: 2.29-2.35; 2.40-2.41; 2.44	
Histograms • Frequency Polygons • The Shape of a Frequency	Overhead: III	
Distribution • Kurtosis • Symmetrical Distributions • Skewed Distributions	Workbook: pgs. 49-58	
Summary p. 45		
Questions and Problems p. 45	Workbook: pgs. 11-16; 35-38; 47- 48; 59-64	Companion Website: http://wps.ablongman.com/ab_levi nfox_elemstats_9

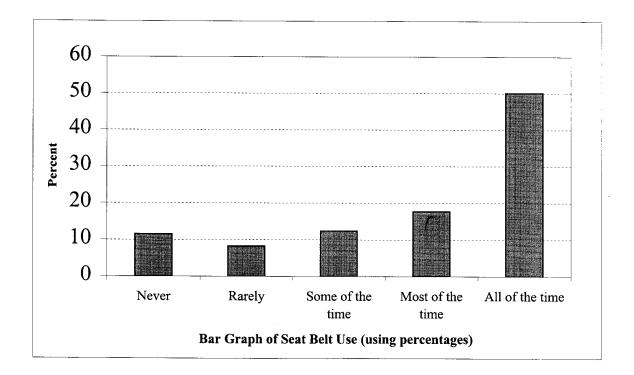
OVERHEAD II CONSTRUCTING AND DEPICTING FREQUENCY DISTRIBUTIONS

Taken from Chapter 2, the following overhead shows a frequency distribution of seat belt usage and the same data presented in a bar graph. The features that you might point out are as follows:

- The categories in the frequency distribution of seat belt usage are ordered from high (greatest usage) to low (least usage). Percentages are obtained by dividing each of the frequencies by the total number of cases (997) and then multiplying by 100 to convert proportions to percentages.
- The categories of seat belt usage are located along the horizontal base
- The percentages within the class intervals are located on the Y- axis. Frequencies can also be presented.
- There is no real difference between graphing vertically or horizontally, except which will fit better on the page.
- The taller the bar, the greater the percentage within the category.

Frequency Distribution	of Seat	Belt	Usage
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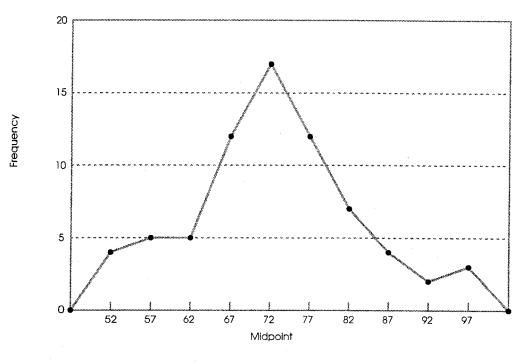
Use of Seat Belts	f	%
All the time	499	50.1
Most of the time	176	17.7
Some of the time	124	12.4
Rarely	83	8.3
Never	<u>115</u>	<u>11.5</u>
Total	997	100%

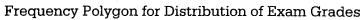


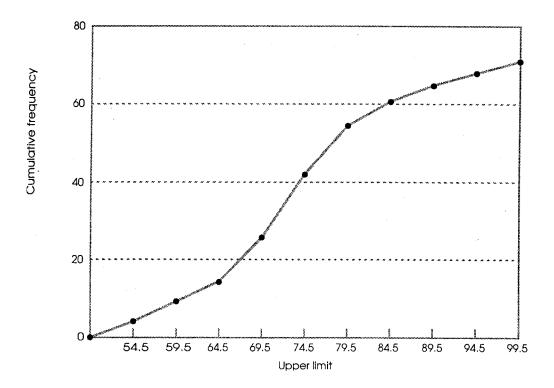
OVERHEAD III FREQUENCY AND CUMULATIVE FREQUENCY POLYGONS

From Chapter 2, the following overhead shows a frequency polygon and a cumulative frequency polygon for a grouped distribution of student examination scores. The features that you might point out are as follows:

- In both frequency polygons and cumulative frequency polygons, frequencies are indicated by the height of points connected with a straight line.
- In a frequency polygon, the points are plotted above the midpoints of class intervals. In a cumulative frequency polygon, the points are plotted above the upper limits of class intervals.
- In a frequency polygon, the straight line connecting adjacent points is dropped to the base line at either end. The straight line that connects all points in a cumulative frequency polygon cannot be dropped back to the base line, because cumulative frequencies are a product of successive additions.







Cumulative Frequency Polygon for Distribution of Exam Grades