Second-Year Seminar: Citizenship in Practice
Statistics for Social Justice
STA 200
August 28 – September 20, 2023
West 218

Course Instructor: Tyler George
Email: tgeorge@cornellcollege.edu
Phone: Please email
Office Location and Hours: West 311, M/Tu/Wed/Th 3:05-4:05pm and appointment

I generally respond to email very quickly. This is the best way to contact me.

Course Website: https://stats-tgeorge.quarto.pub/sta-200-stats4sj/

Course Google Calendar:
**https://calendar.google.com/calendar/u/0?cid=Y180OGY2NzUzNDVmYWJiZGMxZDBhNzhiZG
E5YjE0MTI4Yzg0ODQ5Yzc4ZjRlNzU5ODVhY2FhZWU5YThlYTE1YjVmQGdyb3VwLmNhbGVuZGF
yLmdvb2dsZS5jb20**

Course Moodle: https://moodle.cornellcollege.edu/course/view.php?id=7179

You are Human First and a Student Second (or 3rd/4th/5th etc.)
My goal this block is to help <u>you</u> learn the material. I want to first and foremost recognize that you are an individual and thus are unique and may learn uniquely. Additionally, your health and wellbeing are first priority. Learning cannot happen effectively if you don't meet your other personal needs. That all being said, I have structured the class in a way that I, from experience teaching and learning myself, think will be most beneficial for the majority of students. I promise you that I will do my best to create an inclusive and engaging learning environment. I ask that you keep an open line of communication between us for when you may need help and/or flexibility. You and your learning are why I am here.

Course Description:
How equitable are housing services in Iowa? In this course we will seek to understand the intersection of race and housing services. We will be collaborating with the Iowa non-profit Waypoint to identify which communities are most affected, and which housing services have the largest racial disparities. The course will include: (1) reading about and discussing the historical role race has played in Iowa housing; (2) learning the descriptive statistics needed to investigate data; (3) communicating with Waypoint representatives to establish clear research questions, learn what data they collect and how to access their database; and (4) complete the analysis of their data. Students will work in groups throughout the block to investigate different data and answer different questions. There may be small group visits to some off campus locations to gather data currently only available on paper.

Learning Outcomes and Course Goals
1. We will acquire knowledge of homelessness and racial inequities in the use of housing services *facing the communities of Iowa and the United States*. (Knowledge, Citizenship)
2. We will understand the context of *the issues or questions that includes Iowa and the United States* (Knowledge)
3. We will use creative and critical thinking skills to identify, propose, and evaluate strategies for addressing racial inequities in homelessness. (Inquiry, Reasoning)
4. We will develop skills for collaboration with and within diverse groups of individuals including the cognitive skill of perspective-taking. (Communication, Intercultural literacy, Citizenship)
5. We will develop research and information literacy skills. (Inquiry, Reasoning)
6. We will demonstrate communication skills through the oral presentation of our findings. (Communication)

Required Texts, Materials, or Equipment
- Open source texts *OpenIntro Statistics* and *Introduction to Modern Statistics*, both available at https://www.openintro.org/book/stat/.
- Variety of materials including videos, podcasts, articles, and speakers. This list will grow on our course website as the block progresses and will be free to read and view.
- Please bring your charged laptop to class every day. Software's will be available online and will only require an internet browser.

Statistics Software – Minitab and StatKey
We will primarily be using a software called Minitab. You will <u>not</u> need to pay for Minitab. You be given a temporary paid access to Minitab and be able to log into it with your Cornell email and password. Go to https://app.minitab.com to check it out. Your login may not be active until the first day of class.

Daily Work/Homework/Activities
- *This course includes working with community partner Waypoint. Waypoint coordinates housing services in Iowa such as homeless shelters. They have tasked us to investigate the use of these services, and evictions in the state, broken down by race, in order to measure the postulated racial inequities in the state. You will spend time in class and outside of class on group projects to answer their research questions.*
- *Waypoint will be providing two Zoom trainings for us on the first Wednesday.*
- *Typically, you will be assigned a resource to engage with for homework outside of class. You will use in class time to discuss that resource in groups and then as a whole class.*
- *You will also be asked to reflect following class discussion.*
- *There will be few more structed activities for you to learn and practice statistical methods.*
- *You will also be asked to attend three talks/panels surrounding the topic of homelessness and engage with another SYS's Refugee Simulation. See course schedule.*

- *You and your group will also give both mid-block presentations and final block presentations to Waypoint for the groups findings. This will be the same project that is presented for the showcase detailed below.*

Major Assignments/Activities/Exams: Descriptions & Deadlines
  I. ***Required for our SYS Class***
  Community Partner Group Project – We will work on large group project with our community partner Waypoint to investigate the racial inequities. You will be given a separate project document in week 1. This project will includes all learning outcomes.
  II. **Required of all SYS students:**
  Showcase presentation - Tuesday, September 19 (group time slots TBD)
  We will discuss in class the many forms your final group project presentation might take. I plan to give open options but they will be discussed in class followed by detailed instructions. (Learning Outcome (6))

  The Showcase is an opportunity for you and your peers to demonstrate your new understandings, the skills you've developed, and solutions to problems you've investigated. Plan on a five to ten-minute presentation and be prepared to answer questions that follow. An assessment of your oral communication skills may be part of this experience. More instructions about how the Showcase will be organized will be shared later.

Class Participation
In this class you to work in groups (learning outcome (4)). In this class you will both practice difficult conversations with diverse group members and practice communicating statistical analysis. At the beginning of the block, groups will be formed. You should expect to work with this group every day. The groups will be pseudo-random (I will be making some intention choices based on some students history with statistics). I intend the groups to stay the same but that could change based on how well they work.

When we work in groups in class we will decide on roles (ex: writer, recorder, statistical software user) and keep track of those roles. Group members will rotate roles between tasks to help make sure everybody is sharing work load, feels included, and has equitable opportunities to learn. We will also have classroom norms and group contracts.

Your daily participation in course discussion is expected. I will track each student talking with their group members each class session and I plan to give you a progress grade each week (tentative). See grade breakdown below.

Grade Breakdown (Gradebook in Moodle)

Homework (200pts)
There will be some assignments during the block. They will include problems such as practicing a statistical method or completing a reflection/essay on assigned material.

Discussion Participation (100pts)
I will track each class session and give a grade based on the proportion of sessions you participate. You cannot make these points up if you miss class but I will build in a grace of a few sessions (probably 3).

Activities and In-Class Reflections (50pts)
We will have a few activities during the block to practice statistical methods, and/or explore data with similar variables like we are studying. After some example in class or after a class discussion I may ask you to do an in class reflection. This category is primarily credit/no credit.

Project (650pts)
Much of our class will be in your groups working on a major project to answer the clients questions of interest:
1) Do racial groups get evicted at the same rates in Iowa?

2) Is there a relationship between race of an individual and the likeliness they will who use, and reuses, the services Waypoint provides?

How are these two questions answers related?

Each group will address one of these two questions (assigned). The project will have multiple submission dates (to be given in its own document) and this grade will be broken down in to unequal parts for each submission. For example, a preliminary submission may be 50points.

Total Points: 1000

Tentative Grade Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

Course Support and Resources
See the course resource page of our website. https://stats-tgeorge.quarto.pub/sta-200-stats4sj/course-support.html

Course Policies and Information for Students

1. Attendance Policy: You are expected to attend class every day. Missing class will negatively affect your participation score, and you're in class activities and reflection score. In some cases, activities can be made up. In most cases there will be no way to make up lost points. There will be a few "grace" days that won't count against you, potentially around 3.

2. Our course discussion will be based on your submissions the night before, or morning of, the discussion. I will accept late work but you are required to inform me, if possible, that it will be late by the time class starts the day it is due. I will only accept it for extenuating circumstances. Turing in late will negatively affect your learning in the course. I am extremely flexible and understanding but also want you to get the most out of this course. Please reach out and keep line of communication open.

3. Feedback and Revisions
Your group projects will include many steps and times for peer review and revisions. Other components of the course may or may not have revisions.

4. Technology: Please make sure to bring your charged laptops to class. You may not always need them on and open but you should be prepared to do so. We will often work with Excel and Minitab software's.

5. Disabilities and Accommodations: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml.

6. Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

- Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.

- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.
- *Suggestions for addressing AI-generated language use in your class (adapted from Oregon State University Center for Teaching and Learning): I expect you to generate your own work in this class. When you submit any kind of work (including projects, exams, quizzes, or discussions), you are asserting that you have generated and written the text **unless you indicate otherwise by the use of quotation marks and proper attribution for the source.** Submitting content as your own that has been generated by someone other than you, or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT is cheating and constitutes a violation of our Academic Honesty policy. You may use simple word processing tools to update spelling and grammar in your assignments, but unless given permission otherwise, you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools.*

Tentative Course Event Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
8/28/2023	8/29/2023	8/30/2023	8/31/2023	9/1/2023
Syllabus		Waypoint Training with Jnae Waypoint Training Iowa Courts Database		
9/4/2023	9/5/2023	9/6/2023	9/7/2023	9/8/2023
	Housing Panel 1-3pm West 100	SYS Lecture: "Citizenship and Organizing" 1:30-3pm Hall-Perrine	YAC Panel/Discussion (1-3pm) West 100	Midblock Presentation to Waypoint via Zoom (1-3pm)
9/11/2023	9/12/2023	9/13/2023	9/14/2023	9/15/2023
	Refugee Simulation 6:30-8:30PM			
9/18/2023	9/19/2023	9/20/2023		
	Present to Waypoint in CR (11:30-1:30)	SYS Campus Showcase (10:30-3 overall)		

* Blue indicates at least part of the day is not in our normal classroom. Check the Course Google Calendar () and Course Schedule () to keep up to date on all course expectations.