

Assignment 2, ARTS/SOC/LS 280, Winter 2022

This assignment must be completed individually. To not incur a late penalty, the student's final report and SPSS Output file (PDF format) must be submitted to Dropbox via the LEARN course site no later than midnight on Friday the 11th of February 2022. 1 point penalty for each day late (from a total of 25 points). Work not accepted if more than 7 days late. Worth 25% of the final grade.

Tasks to be completed for Assignment 2:

1. With data from the "CES 2019 phone survey" data file on LEARN (under "Content" – "Canadian Election Study 2019"), produce a frequency table for the variable q27_c "Attitudes on federal government spending on crime and justice" in SPSS. Request all the relevant descriptive statistics for this variable's level of measurement (as seen in Weeks 4 and 5), after deciding which observations should be classified as "missing". Also, produce a histogram (illustrating frequencies for each category) and a pie chart (illustrating valid percentages for each category) for the variable q27_c in either SPSS or another graphing program.

Provide cleaned-up versions of this table and these graphs in the final report, according to the presentation norms seen in Week 5.

In the final report, identify the level of measurement of q27_c, as well as comment the results of your table and graphs: this includes interpreting the key statistics in a way non-expert readers can understand. What are these statistics telling us?

(12 points)

2. Calculate the confidence intervals (with a confidence level of 95%) for the valid percentages of each valid category of respondents for the variable q27_c, using the appropriate formula seen in Week 5. Provide your calculations, the confidence intervals and the proper interpretation of these confidence intervals in the final report.

(5 points)

3. With data from the "CES 2019 phone survey" data file on LEARN, recode the variable q69 "Respondent's total household income before taxes for the year 2018" into two categories in SPSS: one for all respondents whose household income was less than \$50,000 in 2018, and another category for those whose household income was \$50,000 or more in 2018. Make sure to classify any missing values as such in SPSS.

Produce two frequency tables, with relevant descriptive statistics, for the variable q27_c "Attitudes on federal government spending on crime and justice": one frequency table only with respondents whose household income was less than \$50,000 in 2018, and the other for respondents whose household income was \$50,000 or more in 2018.

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Provide cleaned-up versions of these tables in the final report, according to the presentation norms seen in Week 5.

In the final report, comment the results of these two tables, comparing results between the two groups of respondents (lower and upper income).

(8 points)

Format instructions:

- Provide all these cleaned-up tables, graphs and comments in a final report (PDF document).
- Also provide the SPSS output file showing how you arrived at these results (exported into PDF format).
- Make sure your name and student ID number are on the cover page of the final report.
- There is no space limit for the final report and Output files. As a guideline only, you should not need more than 3 pages of text (double-spaced) + tables + graphs in the final report.

Grading Rubric for Assignment 2

| <i>What is being evaluated in Assignment 2</i> | <i>Details</i> |
|---|---|
| 1. Student's capacity to analyze data using SPSS. | Properly cleaning/recoding variables and producing statistical results (frequency tables, descriptive statistics and graphing) using SPSS. <i>Course material:</i> <i>Videos from Weeks 4 & 5</i> <i>Readings: Yockey (2011); Abbott (2017).</i> |
| 2. Presentation of results in final report. | Following the presentation norms of statistical results seen in Week 5. <i>Course material:</i> <i>Videos from Week 5</i> <i>Readings: Cooper et al. (2016); Field (2016: Chapter 5).</i> |
| 3. Understanding and being able to comment the statistical results. | What do the statistics in the tables and graphs actually mean? What do they tell us, and what don't they tell us? Interpret the relevant statistics in the tables and graphs for a readership who has no knowledge of statistics, such as is done in the media when reporting public opinion data. <i>Course material:</i> <i>Videos from Weeks 4 & 5</i> <i>Readings: Abbott (2017); Cooper et al. (2016); Field (2016: Chapter 5).</i> |