

# General Education Course Proposal

Proposed Course: Soc 03 Analysis of Social Life Units 3  
Prefix No. Title

Department: Sociology School: Social Sciences

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3 X; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course \_\_\_; Revised Course X; New Course \_\_\_

Course Included in Current GE Program CORE Critical Thinking

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Theory and practice in basic skills of critical thinking and sociological analysis. Skills demonstrated by oral and written performance including analysis of computerized data sets. Topics covered and assignments vary with instructor. Foundation Critical Thinking--A3 (2 lecture, 2 lab hours)

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 2; Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Elizabeth N. Nelson 2/26/98  
Department Chair Date

Echeverria 2/26/98  
School Curriculum Committee Date

Ellen G. Griebel 2-26-98  
School Dean Date

Paul Ann 8/27/99  
General Education Subcommittee Date

Brandt Kehoe 8/27/99  
Associate Provost Date

1/14/98

## Common Elements in Soc. 003 Analysis of Social Life

All sections of Soc. 3 Analysis of social life include these major areas of emphasis: Each area comprises approximately one quarter of the course.

1. Recognizing, Analyzing, and Evaluating Arguments
  - Strategies for Recognizing Arguments
  - Identify Conclusions--Inference indicators, unstated/implicit claims
  - Simple arguments, Multiple Conclusions, Complex Arguments
  - Strategies for Analyzing the Arguments (diagramming techniques)
  - Types of Arguments—Deductive (Classical and Modern) and Inductive
  - Analyzing Deductive Arguments--Famous “modern” deductive argument forms and using Venn diagrams for “classical” arguments
  - Evaluating the reliability of evidence presented for premises—academic reference citations
  
2. Sociology, Sociological Perspective, Social Structure, and Social Research
  - Scientific approach to studying social life—theory, concepts variables, hypotheses
  - Research design—dependent variables, independent variables, measurement, sampling
  - Causal Arguments—necessary and/or sufficient conditions, triggering factors, controllable factors
  - Experimental research design—sampling, measurement of variables, experimental and control groups, identifying other possible “causes” and false-cause fallacies
  - Survey research design—sampling measurement of variables, dependent and independent variables, control variables, inductive generalization, and hasty-generalization fallacies
  - Developing and testing research hypotheses--Hypotheses as arguments (hypotheses as conclusion and rationale as premises), providing adequate support for claims, choosing appropriate detail, citing sources of evidence
  
3. Reasoning and Sociological Analysis
  - Social Theory and Research as ongoing deductive and inductive reasoning
  - Concerns regarding fallacies of thinking
    - Illegitimate assumptions, e.g., false dilemma, slippery-slope fallacy, loaded question, begging the question;
    - Errors of criticism and response, e.g.,--loaded words, “straw men,” *ad hominem*, “red herring”;
    - Other errors of reasoning, e.g., definitional dodge, gambler’s fallacy, “exception that proves the rule” .
  - Arguments by Analogy—Evaluating points of similarity and relevance to conclusion
  
4. Analyzing, Interpreting, and Evaluating Research Results
  - Data analysis and interpretation of research finding—difference in percents
  - Statistical inference with basic statistics—chi square (null and research hypothesis), measures of association

- Further analysis and testing with appropriate control variables--replication, interpretation, or specification of relationships

Note: Individual faculty may present these elements with slightly different emphasis or in different order. Soc. 3 faculty will be actively involved with the CE Area 3A faculty committee, contribute to the question bank, and use appropriate questions on their exams for Soc. 3. The Department of Sociology General Education Committee will review departmental course offerings in general education on a regular basis, and compliance with general education criteria will be a significant part of the regular peer review of faculty

## Soc. 003 Attachment 3: Typical Syllabus

Note: Details will vary with instructor, textbooks chosen, etc.  
This example uses detail for the course taught 1998-99 by Professor Nelson

### Sociology 003--Analysis of Social Life

[Schedule No., Semester, Year]

**Name of Instructor:**

**Office Hours:**

**Office Location:**

**Office Telephone:**

**Email:**

**Department Office Location and Phone:**

**Course Description:** Introduction to critical thinking and sociological analysis, evaluation of popular and sociological interpretations of social phenomena, analysis of computerized data sets. (3 units—No prerequisites)

**General Education:** Foundation Area A3 beginning with 1999-00 CSUF General Catalog (Core, Critical Thinking for 1998-99 and earlier catalogs).

Note: Students must receive a grade of “C” or better for General Education credit.

#### **Course Goals and Student Learning Outcomes:**

At the successful completion of the course, students will be able to:

- Recognize the importance of critical thinking skills in society and learn to use them in the analysis of social life and social issues
- Analyze and evaluate premises and conclusions in arguments to reach conclusions based on sound inferences from clear statements of knowledge or belief
- Understand the relationship between logic and language and the importance of clear communication and careful reasoning
- Demonstrate competence developing, analyzing, and evaluating deductive and inductive arguments
- Identify and avoid common formal and informal fallacies in language
- Use basic methods of data analysis including statistical analysis using SPSS for Windows
- Write clear, well-organized research papers that include coherent arguments supported by relevant evidence and demonstrate quantitative analysis using crosstabulations and appropriate statistics

#### **Books and Supplies**

Books are available in the Kennel Book Store

Note: Exact texts, etc. will depend on instructor, books and other instructional material available, etc. At this time, the course uses the following:

- *The Elements of Reasoning* by David A. Conway and Ronald Munson
- *Applied Sociology* by Sullivan
- *Public Opinion on Social Issues: 1975-96* by Elizabeth N. Nelson and Edward Nelson (Book or [www.csubak.edu/ssric/modules/SSIS](http://www.csubak.edu/ssric/modules/SSIS))
- Materials from the California State University Social Sciences Research and Instructional Council's Teaching Resources Depository at [www.csubak.edu/ssric](http://www.csubak.edu/ssric)
- *SPSS For Windows: A Basic Tutorial* (Book or [www.csubak.edu/ssric/SPSS](http://www.csubak.edu/ssric/SPSS))
- At least two computer disks
- At least four Scantron #884 forms

Note: The university charges a \$15 computer fee for all courses using campus computer laboratories.

## Course Policies and Procedures

### Attendance

Regular attendance and participation are expected of all students. Participation is encouraged by a variety of discussion and writing exercises and by taking roll sporadically

### Tests and Papers

- Three midterm exams and a comprehensive final exam during the regularly-scheduled examination time assess the mastery of course material. Exams are part essay and part multiple choice.
- Written assignments involve critical thinking and the analysis of social data. There will be two papers analyzing public opinion data and other sources of evidence. (Detailed assignments and exact due dates will be distributed at the appropriate times.) University General Education policy requires at least 2,000 words for lower-division general-education courses.

Make-up exams or late papers: Make-up exams will be permitted only if an acceptable reason is presented before the exam, and they must be taken within one week. Late papers will be accepted for three weeks and marked down two percentage points for each day late. (For exceptional circumstances, students are responsible for contacting the professor and making special arrangements as soon as possible.)

### Grading Policy and Procedures:

Exams and papers are assigned points, and final letter grades are based on the usual university scale-- 90+% = A., 80-89% =B, etc. The three midterm exams and the first paper are worth 25 points maximum each; the second paper and the comprehensive final exam are worth 50 points maximum each, so there are 200 possible points for course. Attendance/participation credit will be considered to make final decisions about borderline letter grades.

### University Policies including Cheating and Plagiarism

University policies including those regarding classroom conduct, cheating and plagiarism will be followed. Students are responsible for understanding these policies. Refer the *General Catalog* or the *Schedule of Courses* for details.

- Cheating involves "fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit." Although this usually occurs in relation to examinations, it is not limited to exams but includes any action intended to gain an unearned academic advantage by fraudulent or deceptive means. Students should not turn in the same project (or parts of the same project) for two different classes without specific permission from both instructors. Students may not use the same writing in more than one general-education course with a mandated writing requirement because the intent of the GE requirement is to require students to do more writing.
- Plagiarism is a specific form of cheating related to the misuse of published and/or unpublished works of another person by representing that material as one's own work. Penalties for cheating and plagiarism depend on the seriousness of the situation. Students may be given an F grade for the assignment or an F grade in the course with a "Cheating/Plagiarism Report" filed in the student's permanent academic record.

### Accommodations for Students with Disabilities

Students with disabilities must notify the instructor and the University Office for Services to Students with Disabilities (Library Rm. 1049—278-2811) so reasonable accommodation for learning and evaluation can be made. (Students may tape record lectures, but it is polite to ask first.)

**Soc. 3 Analysis of Social Life Course Outline**

[Semester date]

**Note:** The time schedule and activities may be changed under extenuating circumstances such as continuing discussion from the last class period or using current events relevant to the course. In this class, the exam dates will not be changed, but the amount of material covered on a particular exam may be modified. It is the student’s responsibility to keep up-to-date on what is going on in a class. (Any major changes will be made in writing and distributed in class.)

<b>Weeks 1 and 2: Introduction to Critical Thinking</b> <b>Thinking and Communicating Carefully using Sociological Perspectives</b>	
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Recognizing arguments and learning to distinguish them from descriptions, explanations, and other types of communication</li> <li>• Learning terms and concepts useful for recognizing and analyzing arguments—claim, premise, conclusion, inference, granted claim</li> <li>• Learning strategies for recognizing and analyzing arguments—inference indicators, context</li> <li>• Recognizing unstated premises and/or conclusions and including them in the analysis of arguments</li> <li>• Distinguishing between simple and complex arguments</li> <li>• Analyzing complex arguments with diagramming techniques</li> </ul>	<p><b>Activities and Reading Assignments:</b></p> <p><u>In-Class writing:</u>                      Identifying and writing arguments                      Identifying premises and conclusions                      Completing arguments with unstated claims                      Analyzing complex arguments</p> <p><u>Reading</u>  <i>Elements of Reasoning</i>                      pp. 1-2 “Orientation”                      Ch. 1 “Recognizing Arguments” with “granted” claims pp. 148-49                      Ch. 2 “Analyzing Arguments”                      Handouts with arguments to analyze</p>
<ul style="list-style-type: none"> <li>• Sociology, social behavior and social structure, sociological perspectives, sociological analysis</li> <li>• Logic and reasoning in the scientific approach to studying social life</li> <li>• Goals of social science research, theory, concepts, variables, hypotheses, sampling, quantification and measurement</li> </ul>	<p><u>Reading</u>  <i>Applied Sociology</i>                      Ch. 1 “Sociology: Its Uses and Applications”                      Ch. 2 “The Elements of Science and Research”</p>

<b>Weeks 3 and 4: Types of Arguments and Analyzing Relationships in Social Research</b>	
<p><b>Types of Arguments:</b>                      Deductive Arguments                      (Classical and Modern)                      Inductive Reasoning</p>	<p><i>Elements of Reasoning:</i>                      Ch. 3 “Evaluating Arguments”                      Handouts: “Logic”, “Examples of Deductive and Inductive Arguments to Analyze”, and “Deductive and Inductive Arguments in Social Research on Gender and Children’s Readers”</p>
<p>Analyzing Relationships between Variables                      Assessing the data presented</p>	<p><i>Applied Sociology:</i>                      Ch 3 Analyzing Relationships Between Variables”</p>

<b>Weeks 5 and 6: Deductive Reasoning, Causal Arguments</b>	
<b>Deductive Reasoning:</b> <ul style="list-style-type: none"> <li>• Modus ponens</li> <li>• Modus tollens,</li> </ul> <b>Famous Fallacies:</b> <ul style="list-style-type: none"> <li>• Denying the Antecedent</li> <li>• Affirming the consequent</li> </ul> <b>Other Deductive Forms:</b> <ul style="list-style-type: none"> <li>• Hypothetical Syllogism</li> <li>• Disjunctive Syllogism</li> <li>• Constructive Dilemma</li> </ul>	<i>Elements of Reasoning</i> Ch. 4 “Some Valid Argument Forms” Handouts: Analyzing Deductive Arguments.
<b>Causal Arguments:</b> <ul style="list-style-type: none"> <li>• Necessary and/or sufficient conditions</li> <li>• Triggering factors</li> <li>• Unusual or controllable factors</li> <li>• Testing Causal Claims: Method of difference, method of agreement, joint method of agreement and difference, concomitant variation, residues</li> </ul>	<i>Elements of Reasoning</i> Ch. 5 “Causal Analysis”
<b>Fallacies of Reasoning:</b> False Cause Fallacy in Everyday Life and in Social Research	<i>Elements of Reasoning</i> Ch 7 “Errors in Reasoning: Fallacies” p. 137—“false cause”
<b>Weeks 7 and 8: Critical Thinking and Experimental Design</b> <b>Frequent Fallacies of Reasoning</b>	
<b>Experiments in Applied Social Research</b> <ul style="list-style-type: none"> <li>• The Classical Experiment</li> <li>• Other experimental designs</li> </ul>	<i>Applied Sociology</i> Ch. 4 “Experiments in Applied Research”
<b>Fallacies Supporting Claims:</b> <ul style="list-style-type: none"> <li>• Appeal to ignorance</li> <li>• Appeal to inappropriate authority</li> <li>• Appeal to popular beliefs or values</li> </ul>	<i>Elements of Reasoning</i> Ch 7 “Errors in Reasoning “Fallacies” (pp. 133-136) Handouts: Appropriate Evidence, Academic citation formats
Second exam will be at the end of eighth week[exact date] (Need Scantron #884) On the last class meeting before the exam, the instructor will provide any “catch-up” needed to cover the topics covered on the exam and a few sample exam questions. Students should bring any questions they would like reviewed or clarified before the exam	

Soc. 003 Attachment 3: Typical Syllabus

<b>Weeks 9 and 10: Critical Thinking and Survey Research Design</b>	
<p>Paper 1 Assignment: Analyzing Opinions on Social Issues (Due in 4 weeks)</p> <p>Survey Research Design</p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Sampling</li> <li>• Analyzing a Variable</li> <li>• Analyzing two variables at a time</li> </ul> <p>Contingency Tables (Crosstabs)</p> <p>Fallacies: Hasty Generalization</p>	<p><i>Applied Sociology</i> pp. 106-119 <i>Public Opinion on Social Issues</i> Ch. 1-2</p> <p><i>Elements of Reasoning</i> p.129</p>
<b>Weeks 11 and 12: Analyzing Arguments related to Social Issues</b>	
<p>Arguments by Analogy</p> <p>Hypotheses</p> <p>Fallacies of Illegitimate Assumption:</p> <ul style="list-style-type: none"> <li>• False Dilemma (False Alternatives)</li> <li>• Slippery Slope Fallacy</li> <li>• Loaded Questions (Complex Question)</li> <li>• Begging the Question (Petitio Principii), other circular reasoning sneaking the conclusion into the premises</li> </ul> <p>Fallacies of Criticism and Response</p> <ul style="list-style-type: none"> <li>• Against the person (Ad Hominem)</li> <li>• You too (“You do it too”)</li> <li>• Pooh, Pooh</li> <li>• Straw Man</li> <li>• Loaded Words</li> </ul> <p>Fallacies of Defense</p> <ul style="list-style-type: none"> <li>• Definitional Dodge</li> <li>• Exception that Proves the Rule</li> </ul>	<p><i>Elements of Reasoning</i> Ch. 7 Arguments by Analogy Handout: “Arguments by Analogy and American Women’s Issues” <i>Opinions on Social Issues</i> Ch. 2</p> <p><i>Elements of Reasoning</i> pp. 131-34</p> <p><i>Elements of Reasoning</i> pp. 136-139</p>
<p>The third exam will be at the end of twelfth [exact date] (Need Scantron #884) Remember to bring questions for review or clarification to the class meeting before the exam..</p>	



**Course Goals and Student Learning Outcomes relevant to Pre1999 CT General Education**

At the successful completion of the course, students will be able to:

- recognize the importance of critical thinking skills in society and learn to use them in the analysis of social life and social issues
- distinguish fact from judgment, belief from knowledge, and arguments from explanations and descriptions
- analyze and evaluate premises and conclusions in arguments
- distinguish between deductive and inductive arguments
- evaluate the strength of arguments and support for claims
- identify and avoid common fallacies in reasoning
- use basic methods of data analysis including statistical analysis using SPSS for Windows
- write clear, well-organized papers that include coherent arguments supported by several types of evidence including crosstabulations and appropriate statistics

Instructions for Paper 1--Opinions on Social Issues (25 points max)

The first paper will use the General Social Survey data on American opinions on social issues--  
sissp1.sav (on the x drive).

First, choose **one** of these topics and one of the questions about that topic as your dependent variable:

- abortion (abany to absingle)
- fear of crime (fear)
- willingness to spend money on various social issues (natcity, natcrime, natdrug, nateduc, natfare, natrace)
- willingness to allow suicide (suicide1 to suicide4)
- tolerance (colath to colrac, libath to librac, spkath to spkrac)
- distribution of income and wealth (eqincome, equalize, eqwlth)
- women's issues (fechld, fefam, fehelf, fehme, fepol, fepresch, fework)
- racial issues (racfew, rachalf, racmar, racopen, racpush, racseg)

Begin your paper by describing your dependent variable and explaining why the issue is interesting or important. Then, describe the survey, give the exact wording of the question and the responses, and then the frequencies and percents of the responses. (Use information in the codebook to get the wording of the question and SPSS to get the frequencies and percents.)

Second, select **three** of the variables that might be related to people's responses to your question. Write down the ways these independent variables might be related to your dependent variable. (For example, you might think that age would be related to the dependent variable such that, as age increases, answers to your dependent variable change.) This is your hypothesis. State the argument behind the hypothesis (your rationale). [Rationale = premises, and hypothesis = conclusion]

Develop **three** hypotheses for your dependent variable:

- Your first hypothesis considers the relationship between sex and your dependent variable. (Would you expect men and women to answer similarly or differently from each other? Why?)
- Your second hypothesis considers the relationship between another social-status variable (e.g., age, race, education) and your dependent variable.
- The third hypothesis considers the relationship between one of the opinion variables and your dependent variable.

For each of these, describe the rationale underlying the hypothesis and include a dummy table showing what the table would look like if the hypothesis was supported.

Use SPSS to produce the **three** two-variable crosstabs for your hypotheses. (So, one crosstab is sex and your dependent variable; the others use your social-status characteristic from the background data and the other opinion question as independent variables. (If you use age or education as one of your independent variables, be sure to use the recoded variables! You may want to learn how recode.) After each table, interpret it (summarize the results in terms of your hypothesis explaining whether or not the hypothesis was supported).

**Be sure to include all parts of these instructions.**

Your paper should be prepared using the word processor. Double space, except for the tables. Use one-inch margins and 12-point type. Number the pages. Please do not put your paper into any type of binder.

**Instructions for Paper 2--Opinions on Social Issues (50 points max)**

The second paper continues your analysis of the same data on an American social issue—  
x:\sisssp1.sav.

This time your introduction also will include some reliable information on the topic of your dependent variable—something from the reading on social institutions, detail from the *World Almanac*, the *Statistical Abstract of the United States*, *The Changing American Mind: How and Why American Public Opinion Changed Between 1960 and 1998* by Mayer (on Reserve in the Library), *The Gallop Poll Index* (in the reference area of the Library), relevant textbooks, journal articles, or other reliable sources. Remember to cite your sources carefully every time you use something and to list all the references at the end of the paper in one of the standard formats. Again, describe your dependent variable and explain why the issue is interesting or important. Describe the survey that gathered the data with the exact wording of the question and the responses as well as the frequencies and percents of the responses overall.

Your analysis will include the same three independent variables that might be related to people's responses to your question. Of course, you may want to improve your hypotheses and rationale. Again, you need three hypotheses for your dependent variable:

- Your first hypothesis considers the relationship between sex and your dependent variable. (Would you expect men and women to answer similarly or differently from each other? Why?)
- Your second hypothesis considers the relationship between another social-status variable (e.g., age, race, education, race, religion) and your dependent variable.
- The third hypothesis considers the relationship between one of the other opinion or behavior variables that is relevant to your dependent variable.

For each of these, describe the rationale underlying the hypothesis and include a dummy table showing what the table would look like if the hypothesis were supported.

Again, use SPSS to produce the two-variable crosstab for each independent variable. (Recode if that would make your analysis clearer.) Ask SPSS for chi square and the appropriate measure of association. Interpret each table (summarize the results in terms of your hypothesis indicating whether or not the hypothesis was supported) using example percents, chi square, and the measure of association.

**After you have considered these three bivariate (two-variable) hypotheses, select one of them and use sex as a control variable.**

Use SPSS to produce a crosstab of the original relationship with sex as the control variable (so it will give you're the bivariate tables for males and females separately. Interpret the effect of sex on the original relationship by summarizing the table for the males and the table for the females and comparing them in ways that are relevant to your original hypothesis.

Finish with a summary of your whole research project and some thoughtful conclusion

**Remember to revise and proof read your paper carefully.  
Always keep a copy of everything you turn in.**

Your paper should be prepared using the word processor; double spaced with one-inch margins and 12-point type. Number the pages. Please do not put your paper into any type of binder.

## CITING YOUR SOURCES

Sociology uses an author-date citation format that is very similar to the one used by the American Psychological Association. (For detail, see the *Publication Manual of the American Psychological Association*.) The author's last name and the date of publication of the source is placed in the text. A bibliography at the end of the paper is called References and includes the complete publication information for each source arranged alphabetically by author.

As soon as you start to use information from your sources, make sure the author's name and the publication date (page numbers if a direct quote) are in the text. For example:

Mayer (1992) summarizes the results of the General Social Survey....

The United States Supreme Court in 1972 ruled that the arbitrary used of the death penalty was unconstitutional cruel and unusual punishment (Drexel, 1991:p. 170).

If you quote or paraphrase closely, cite the page number with colon or p.-- (Drexel, 1991, p. 170) or (Drexel, 1991: 170).

Quotations of 40 words or fewer are written in the text and enclosed in double quotations marks. (Use single quotation marks for any quotation within this short quotation.) For longer quotations, put a colon after the last word of the text, type the entire quotation single space in a block indented five spaces from the left. (Use quotation marks only for actual quotations within this quoted material.) If the quotation is more than one paragraph, indent five spaces from the new margin. If you do not cite the source of the quotation in the text before the long quote, include it in parentheses at the end of the quote.

When you list your references at the end of the paper, type the word, References, centered on the top line. Double space and then type all references mentioned in the text, alphabetizing them by author's last name. The first line is flush with the left margin; following lines are indented. [Many computer programs have a Bibliography style that will do this automatically. Sometimes it is called hanging indents.]

Examples:

### References

Drexel, John (ed). 1991. *The Facts on File Encyclopedia of the 20th Century*. New York: Facts on File.

Gallup, George H. 1972. *The Gallup Poll: Public Opinion 1935-71*. New York: Random House.

Mayer, William G. 1992. *The Changing American Mind: How and Why American Public Opinion Changed Between 1960 and 1988*. Ann Arbor: The University of Michigan.

### **Check List for College Papers**

All parts of the assignment are done carefully in the order the instructor suggests.

The "beginning" is an intro that explains what you are doing and why it is interesting or important and relevant to this class.

The "middle" is the paper itself (See below).

The "end" is your summary and conclusions that describe what you did and how/why it is interesting or important and relevant to this class.

### **Check List for the Body of Your Paper**

What are your main points? Is each stated clearly and explained fully?

Main points organized in a logical sequence?

Only one main idea per paragraph?

Important points supported with appropriate detail relevant to this class?

Sources cited carefully in the text and listed at the end in an appropriate format?

ASA Style

### Heads and Subheads

First level heads are capitalized and centered

Second level heads are capitalized and placed flush with left margin

Third-level heads are italicized and indented at the beginning of the paragraph, capitalizing first letter only; end with period

### Other Details

Spell out all numbers through nine. Express numbers 10 and up as numerals.

Spell out ordinals, e.g., nineteenth, not 19th

Spell out "percent" outside parenthesis, but use % sign inside parentheses. Always use a numeral with "percent even if it is a number below 10, as in "3 percent."

### **Title Page**

Center full title on a separate page, upper and lower case; double space if more than one line starting at about the middle of the page.

Double space and center your name capitalizing first letters

Double space and center your school name. capitalizing first letters of words

[On an actual manuscript, you also type a 2-3 word title in upper and lower case flush right over the page number at the top of each page starting with the title page.]

Use [CTRL] [Enter] to start a new page.

### **Abstract Page**

Type the word, Abstract, in upper and lower case on the first line of the APA margin. Double space and type the abstract in a single paragraph without indenting.

### **Text**

Double space; indent paragraphs five spaces.

Quotations of 40 words or fewer are written in the text and enclosed in double quotation marks. (Use single quotation marks for quotations within a short quotation.) For quotations of more than 40 words, use a colon after the last word of text, double space, type the entire quote in a block indented five spaces. (Use quotation marks only for quotations within the quoted material.) If the quotation is more than one paragraph, indent five spaces from the new margin. If the source of the quotation is not cited in the text before the quote...

### **Reference Page**

Type the word, References, centered on the top line. Double space twice. All references mentioned in the text must be in the reference list. Alphabetize them by author's last name. The first line is flush with the left margin; following lines are indented three spaces (Under Format, choose Paragraph, then Hanging Indent under Special). Double space within and between references.

Social Sciences Research and Instructional Council  
Teaching Resources Depository: SISS Module

**Public Opinion on Social Issues, 1975-1996**

Elizabeth N. Nelson and Edward E. Nelson,  
Department of Sociology, California State University, Fresno

*© The Authors, 1998; Last Modified 16 August 1998*

Suggested Citation:

Nelson, Elizabeth N. and Edward E. Nelson. 1998. Public Opinion on Social Issues.  
Unpublished Manuscript.

**Table of Contents**

Preface

**\*\*\* (Pending) Chapter 1 -- Perspectives on Social Issues**

Chapter 2 -- Survey Research Design and Quantitative Methods of Analysis for Cross-sectional Data

Chapter 3 -- Introducing a Control Variable (Multivariate Analysis)

Chapter 4 -- Exercises Using Data from 1996 General Social Survey

Chapter 5 -- Research Design and Methods of Analysis for Change Over Time

Chapter 6 -- Exercises for Change Over Time

Appendix A -- Codebook

Appendix B -- Notes to the Instructor

Appendix C -- Supplemental Instructional Materials

Appendix D -- Computation of Measures of Association