

Course Information

Course Title: Data Analysis

Course Number: CRIM 5305-602

Semester: Spring 2026



TEXAS A&M UNIVERSITY
SAN ANTONIO

Instructor Name: Dr. Danielle Fenimore

Instructor Email: dfenimore@tamusa.edu

Office Hours: Monday & Wednesday, 2:00 PM to 4:00 PM, or by appointment

Class Meeting Times: Asynchronous

Class Location: Blackboard/online

Course Description

This course leads students through the quantitative research lifecycle. This course combines elements of research methods and undergraduate statistics courses to reflect professional reality. Students begin by mastering data cleaning and management, ethics, and analysis in Stata. By the end of the semester, students will start applying these skills to estimate traditional social science models. By the end of the term, students will be able to take a raw, messy dataset, clean it, and perform rigorous statistical testing to answer criminological research questions.

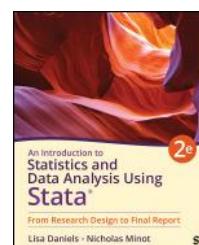
Learning Objectives:

1. Navigate the entire pipeline from raw data import to analysis-ready files.
2. Use pattern matching to clean inconsistent text data.
3. Analyze and interpret group difference tests and measures of association.
4. Estimate and interpret OLS regression, logistic regression, and count models.

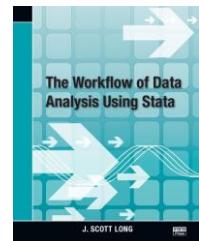
Required Text & Software

There are two texts that will contain required readings for this course.

- Daniels, L., & Minot, N. (2025). *An Introduction to Statistics and Data Analysis Using Stata*. Sage Publications.



- Long, J. S. (2009). *The Workflow of Data Analysis Using Stata*. Stata Press.



Required software: Excel and Stata

You will need to purchase a Student Single-Use license from Stata for Stata 19. This license will last the length of the course (plus a few months). You will need to purchase the 6 month license for Stata/BE.

[Click here to be directly linked to the student purchasing website.](#)

Grading Policy & Course Assignments

Assignments will be submitted via Blackboard, unless otherwise specified. I anticipate grading and returning assignments within two weeks of their submission. If you have questions about the assignment, please email me no later than Friday at 5:00 PM before the assignment deadline. I will not be answering emails over the weekend unless it's an emergency.

If you have questions about your grade on any assignment, you have ONE WEEK after the grade is posted in which to come to me to question your grade (that is, to ask for point changes based on justifiable criteria— except for the last week, because grades are due within a few days, in which case you have 48 hours). After that time period, the grade stands (even if you did not check the grade until after that time period).

Should you raise serious questions about how something was graded, I reserve the right to re-grade your entire assignment (meaning your grade may go up or down). I recommend waiting 24 hours after a grade is posted to email with a question; often, initial emails are reactionary, and waiting 24 hours allows sufficient time to process. If you do choose to email me regarding a grade within 24 hours of its posting, be sure to use professional language in your email.

I do not bump grades or provide extra credit to raise grades at the end of the semester because I believe in being as fair and transparent in grading as possible. Please ensure you do your best work on each assignment and ask for help as needed throughout the semester.

Grading Mastery of Course Material:

This course utilizes a 4-point proficiency scale rather than a traditional 0–100 percentage scale. The 100-point scale is not mathematically useful because nearly two-thirds of the scale (0–59) is dedicated to failure, whereas the 4-point scale evenly distributes grades across performance levels, ensuring that a single zero does not mathematically prevent recovery.

Score	Grade Equivalent	Proficiency Level	Meaning
4	A (90–100%)	Mastery	Work meets all standards; code is reproducible; analysis is accurate.
3	B (80–89%)	Proficient	Work meets most standards; minor errors in code or logic that do not affect the main outcome.
2	C (70–79%)	Approaching	Work meets some standards; code may require fixes to run; significant logic gaps.
1	D (60–69%)	Needs Support	Work is submitted but fails to meet minimum standards; major errors.
0	F (Below 60%)	Insufficient	No evidence submitted.

Final Grade Calculation

Your final grade is calculated based on a weighted average of your performance on the 4-point scale. To ensure your grade reflects your final mastery of the material rather than your initial attempts, assignments are divided into two weighted categories:

Formative Practice (20% of Final Grade): These are early, low-stakes assignments (Assignments 1–4) designed to help you learn the skills. They are weighted less to allow you to make mistakes and learn from them without ruining your course average.

Summative Evidence (80% of Final Grade): These are high-stakes assignments (Assignments 5–7) where you demonstrate your ability to apply skills independently. These carry the majority of the weight because they represent your final level of competence.

Your final score (0–4) is calculated using the following formula: $(\text{Average of Assignments 1-4} \times 0.20) + (\text{Average of Assignments 5-7} \times 0.80) = \text{Final Course Score}$

Once your final course score is calculated, it is converted to a letter grade using the following scale. This 4-point scale ensures that the gap between failure (0) and a passing grade is mathematically proportionate, unlike the 100-point scale where 60% of the scale is devoted to failure.

- **A (3.50 – 4.00)**
- **B (2.75 – 3.49)**
- **C (2.00 – 2.74)**
- **D (1.00 – 1.99)**
- **F (0.00 – 0.99)**

List of Course Assignments

Assignment	Evidence Type	Role in Final Grade
1. Excel Codebook	Formative	Low Impact: Designed for feedback. Can be replaced by mastery in the Final Project.
2. Cleaning Script	Formative	Low Impact: Focus is on learning syntax. Eligible for "Redo" after feedback.
3. The Grand Merge	Formative	Low Impact: Focus is on data management logic.
4. String Cleaner	Formative	Low Impact: Focus is on string manipulation skills.
5. Group Differences Memo	Summative	High Impact: Demonstrates mastery of statistical testing (T-tests/ANOVA).
6. Regression Model	Summative	High Impact: Demonstrates mastery of multivariate analysis.
7. Final Project	Summative	Highest Impact: Comprehensive demonstration of all skills. Replaces lower scores on Assignments 1–3.

Assignment Descriptions & Due Dates

1. Excel Codebook (Due Week 2): You will receive a raw, unformatted police incident log containing ambiguous headers and messy data entries. Your task is to create a professional Data Dictionary (Codebook) in Excel that defines every variable's name, label, value labels (e.g., 0=No, 1=Yes), and missing data codes. This assignment establishes the "blueprint" for your data management strategy.
2. The Cleaning Script (Due Week 6): Using a raw dataset provided in class, you will write a Stata do-file that automates the cleaning process. Your script must rename variables, recode missing values (e.g., converting -99 to Stata's ` format), and generate valid dummy variables. The script must run from top to bottom without error on any computer, ensuring total reproducibility.
3. The Grand Merge (Due: Week 8): You will be given three disparate datasets: arrest records, census demographics, and police district boundaries. Your task is to merge these files into a single master dataset using Stata's `merge` commands (1:1 and m:1). You must diagnose and explain any merge failures (e.g., why certain observations did not match) in your research log.
4. String Cleaner (Due Week 10): Real-world data is often messy. You will receive a dataset with a "Call Type" variable containing inconsistent text entries (e.g., "Dom. Viol.", "DV - Physical", "Domestic V"). Using Stata's `string` functions and `regex`, you must operationalize these text fields into clean, usable categorical variables for analysis.

5. Group Differences Memo (Due Week 12): Using your cleaned dataset, you will perform bivariate statistical tests (T-tests, ANOVA) to investigate a specific research question, such as demographic disparities in sentencing. You will submit a professional memo that includes an APA-style "Results" table and a plain-English interpretation of your findings.
6. The Regression Model (Due Week 14): You will build a multivariate OLS regression model to predict a continuous outcome (e.g., sentence length). You must diagnose potential violations of model assumptions (e.g., multicollinearity) and interpret the coefficients. This assignment bridges the gap between data management and theoretical application.
7. Final Project (Due Week 16 (Finals Week)): This capstone project requires you to submit a single "Master Do-file" that imports raw data, cleans it, merges necessary files, and runs a Logistic Regression model to predict a binary outcome (e.g., Recidivism). You will accompany the code with a 5-page Research Note explaining the Odds Ratios and policy implications. Successful demonstration of skills in this project can replace lower scores on earlier formative assignments.

The Lab Notebook (Due Weekly): For every assignment, you must maintain a research log detailing the problems you encountered, your diagnosis of the error, and the specific code or logic you used to fix it. This notebook is a requirement for any "Redo" requests and serves as evidence of your learning process.

For Weeks 3, 4, 5, 7, 9 and 12, I will post Stata practice prompts for the Lab Notebook in the course content for that week.

Course Policies

Attendance & Census Day Requirements

For this online, asynchronous course, attendance for Census day will be measured by completing all assignments from Week 1, since we do not meet in person.

Email & Written Communication

You will need to be looking for communications from me through your TAMUSA email. I regularly send messages to my courses to keep them updated with course. If you are not reading these or checking your school email, you will miss out on vital information for the course.

When you need to contact me, you must use an email through Outlook. My email address is at the top of this syllabus. I do not see messages from Blackboard until much later; please do not use that platform feature.

Your emails should be written formally and include an appropriate subject line that includes your course number and section, and a brief description about the subject of your email (e.g., CRIM 5305-602: Conflict with Due Date). The email itself must include a proper greeting, a fully constructed body of the message using proper grammar and sentence structure, and a formal sign off. Without these features, I will not respond to your email.

This is an asynchronous course, but I will be active in the discussion boards and email. I typically respond to emails within 24 hours on weekdays. However, please note the following dates where I will have limited or delayed connectivity:

- **Jan 26 – Feb 1:** Traveling (Personal).
- **Mar 2 – Mar 8:** Research Conference (Philadelphia).
- **Apr 6 – Apr 12:** Traveling (Personal).

During these weeks, please post all technical questions to the "Debugging & Peer Support" forum on Blackboard before emailing me directly.

Late Work Policy

Grades in this course are designed to measure your academic achievement, not your behavior. Penalizing late work by deducting points distorts your grade, making it reflect compliance rather than your actual skill level. There are no point deductions for late work. **HOWEVER**, deadlines are set to keep you on track. If you fall behind, you are still expected to complete the work to demonstrate mastery.

The Redo Policy

Learning requires making mistakes and having the opportunity to correct them. You are encouraged to revise and resubmit Formative Assignments (Assignments 1–4) if you do not initially meet the standard.

You may request a redo if you score a 2 (Approaching) or 1 (Needs Support). To be eligible for a redo, you must have a Complete Lab Notebook Entry for the week the assignment was due. The Lab Notebook serves as your proof of effort and diagnosis. If your notebook entry is missing or incomplete, you forfeit the right to resubmit. The grade on your resubmission will replace the original grade entirely. The maximum score for a redo is 3 (Proficient).

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamus.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to

learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

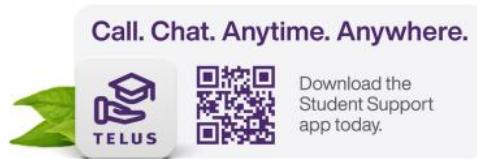
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your

appointment can be found on our [website](#). The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course

syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Spring 2026 Dates:

Dates	Event
January 13	Tuition & Fee Payments deadline
January 19	Martin Luther King, Jr. – No Classes
January 20	First day of class
February 4	Census date
February 23-March 6	Midterm grading period
March 9-March 14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic "W"
May 1	Last day to drop a course or withdraw from the University
May 4	Last day of classes
May 5	Study Day – No classes
May 6-May 12	Final exams
May 19	Commencement

The complete [academic calendar](#) is available online

Course Expectations of AI Use

No use of generative AI is permitted in this course. CRIM 5305 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Course Schedule

Course Information

Weeks begin on **Monday**; assignments are due **Sunday by 11:59 PM**.

Communication Availability Notices

Please update your calendars with the following dates where instructor response times will be delayed (48-72 hours). During these times, as well as throughout the semester, you will have access to a “Peer Support Forum” (discussion boards). Please access this forum and work with each other if you need more immediate help. I will be monitoring these forums while I’m gone, and jumping in when needed to help address confusion or questions.

- **Jan 28 – Jan 30 (Week 2):** Dr. Fenimore is traveling for personal reasons.
- **Mar 3 – Mar 7 (Week 7):** Dr. Fenimore presenting at a research conference.
- **Apr 9 – Apr 12 (Week 11):** Dr. Fenimore traveling for personal reasons.

Course Schedule

Week	Topic	Readings & Resources*	Assignments (Due Sun 11:59 PM)
Week 1: 1/19 – 1/25	The Research Lifecycle & Ethics	Read: Ch. 1 & Ch. 2 (Long) Week 1 PowerPoint	Start Here! Folder Lab Notebook: Set up your log. <i>(No graded submissions)</i>
Week 2: 1/26 – 2/1	The Data Dictionary	Read: Sage Research Methods Community Blog Series on Codebook Construction NYC CJA Example Codebook Week 2 PowerPoint	Assignment 1: The Codebook

Week	Topic	Readings & Resources*	Assignments (Due Sun 11:59 PM)
Week 3: 2/2 – 2/8	Data Entry & Organization	<p>Read: Data Entry Excerpt from <i>Processing Data</i> (Bourque & Clark)</p> <p>Data Organization in Spreadsheets (Broman & Woo)</p> <p>Data Quality in Police Work (Leese)</p> <p>Watch: WinPure Data Management: What is Dirty Data? Causes, Consequences, & How to Fix It!</p>	<p>Lab Notebook: Entry on dirty data</p>
Week 4: 2/9 – 2/15	Introduction to Stata	<p>Read: Ch. 3 & Ch. 4 (Long)</p> <p>Ch. 4 (Daniels & Minot)</p> <p>Appendix: How Stata Works (Long)</p> <p>Watch: StataCorp: Tour of Stata 19 Interface</p> <p>Steffen's Classroom: Stata -How to use Do-files</p>	<p>Lab Notebook: Document your folder structure.</p>
Week 5: 2/16 – 2/22	Inspection & Cleaning Basics	<p>Read: Ch. 5 & Ch. 6 (Long)</p> <p>Ch. 5 & Ch. 6 (Daniels & Minot)</p> <p>Tableau: Guide to Data Cleaning: Definition, Benefits, Components, and How to Clean Your Data</p> <p>Watch: Maths Skills Center: Getting started with STATA - Part 2 - Cleaning data in STATA</p>	<p>Lab Notebook: Entry on missing value patterns.</p>

Week	Topic	Readings & Resources*	Assignments (Due Sun 11:59 PM)
Week 6: 2/23 – 3/1	Advanced Cleaning, Transforming, & Recoding	Read: Ch. 6 (Long) Ch. 5 & Ch. 6 (Daniels & Minot) Watch: <i>Cleaning the Dirtiest Data</i> Tutorial	Assignment 2: The Cleaning Script
Week 7: 3/2 – 3/8	Merging, Appending, & Aggregating Data (Part 1)	Read: Ch. 6.6 (Long)	Work on Assignment 3
3/9 – 3/15	SPRING BREAK	<i>No Readings.</i>	<i>No Assignments Due.</i>
Week 8: 3/16 – 3/22	Merging, Appending, & Aggregating Data (Part 2)	Read: Ch. 6.6 (Long)	Assignment 3: The Grand Merge
Week 9: 3/23 – 3/29	Strings	Read: TBD Watch: Instructor tutorials	Assignment 4: String Cleaner
Week 10: 3/30 – 4/5	Hypothesis Testing Review	Read: Ch. 7 (Daniels & Minot) Watch: Instructor tutorials	Lab Notebook: Course reflection
Week 11: 4/6 – 4/12	Group Differences	Read: Ch. 8 – Ch. 11 (Daniels & Minot)	Assignment 5: Group Differences Memo
Week 12: 4/13 – 4/19	Correlation & OLS Regression	Read: Ch. 12 (Daniels & Minot)	Lab Notebook: Diagnostic plots (rvfplot).

Week	Topic	Readings & Resources*	Assignments (Due Sun 11:59 PM)
Week 13: 4/20 – 4/26	Multivariate Models & Diagnostics	Read: Ch. 13 (Daniels & Minot)	Assignment 6: The Regression Model
Week 15: 4/27 – 5/3	Logistic Regression & Final Reporting	Read: Ch. 14 – Ch. 16 (Daniels & Minot)	Assignment 7: Final Project DUE: Sunday, May 3
5/4	Hard Cutoff Date	<i>All late work or Redos must be in by 8:00 AM.</i>	Course Closes

*(Additional Readings & Resources may be assigned as needed)