
STAT 1350 CONTEMPORARY ISSUES JOURNAL

Overview

Purpose: The main goal of the **Contemporary Issues Journal** activity is to help you connect elementary statistics concepts to the world around you. One of the main CSCC general education learning outcomes is **Critical Thinking**, and this activity will help you develop that skill within the context of statistics.

Overview: This activity will run throughout the first half of the semester. There will be three time points where you will submit your journal for feedback and assessment. The first submission will not be graded. It will be an opportunity for you and me to talk about the process, how you completed the activity, and what else you might consider as you move forward. Then, at the dates listed below, you will submit two journal entries for scoring. Point values for each question are listed on the submission form. Each entry is worth 12 points total.

Creativity: This project is one where you are allowed to be creative with your submissions. In fact, I encourage it! You can submit your answers to the questions on the submission form in any format: a video of you talking about it, a PowerPoint with discussion, or any of the many ways you can create something. Use your imagination here! The only requirement is that however you choose to submit your journals, you need to make sure to answer all the questions on the submission form. Examples from previous students are posted in Blackboard in the Chapter 1 module.

Due Dates:

First submission: 11:59pm EST, Sunday, 13 September 2020 (end of Week 2)

Second submission: 11:59pm EST, Sunday, 27 September 2020 (end of Week 4)

Third submission: 11:59pm EST, Sunday, 18 October 2020 (end of Week 7)

CONTEMPORARY ISSUES JOURNAL SUBMISSION

Name:

(1) Provide the source from which you got your information (copy the webpage link, or indicate if it is from a book or magazine (which one?)) (1 point):

(2) Provide a copy of the information below (copy/paste or take a photo and insert it) (1 point):

(3) Summarize the information. What did you find, what is it about, how was it created, who created it, what does it say? (3 points)

(4) List below two questions you have about this information (1 point):

(5) Reflect on how specific course content (e.g., a specific concept, chapter, or example) you have covered so far relates to what you found (3 points):

(6) Reflect on how this information relates to your personal or professional (current or future) life (3 points):

CONTEMPORARY ISSUES JOURNAL FINAL REFLECTION

Name:

For this activity, I would like to hear your thoughts about the 5 Contemporary Issues Journals you submitted in the first half of the semester. Please respond to the following questions. This final reflection is worth 5 points.

(1) Do you feel you learned more about your topic doing these journal entries? Why or why not?

(2) Do you feel you learned how to think about the numbers presented to you in a different way after doing these journal entries? Why or why not?

(3) If you wanted information about a topic you did not know much about, do you think you would approach finding that information differently now? If so, how? If not, why not?

(4) Would you say this assignment was helpful to you for learning more about statistics? Why or why not?

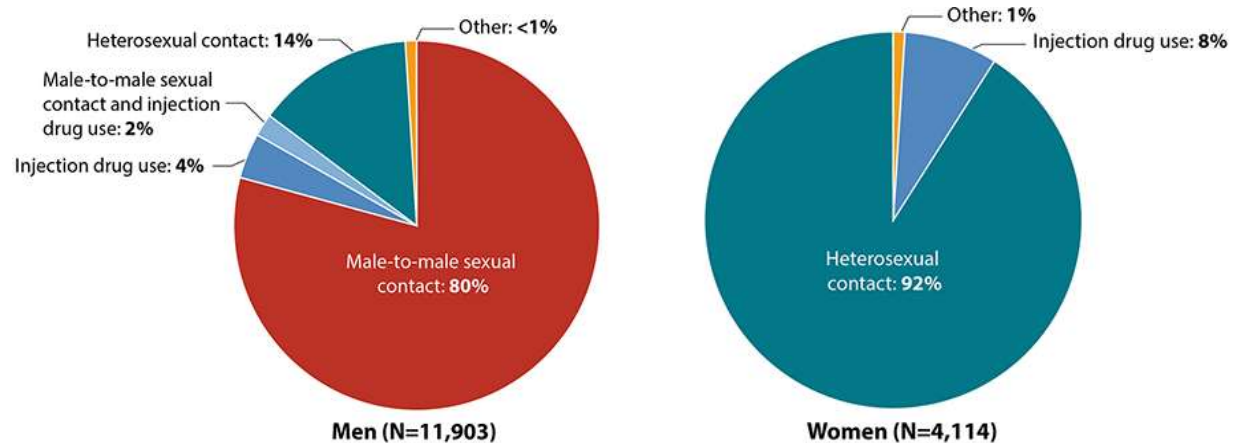
CONTEMPORARY ISSUES JOURNAL SUBMISSION

EXAMPLE FROM PREVIOUS STUDENT

(1) Provide the source from which you got your information (copy the webpage link, or indicate if it is from a book or magazine (which one?):

<https://www.cdc.gov/hiv/group/raciaethnic/africanamericans/index.html>

(2) Provide a copy of the information below (copy/paste or take a photo and insert it):



(3) Summarize the information. What did you find, what is it about, how was it created, who created it, what does it say?

These two pie charts come directly from the CDC website, within their HIV tab, which describes new HIV diagnoses for Blacks/African Americans in the US and dependent areas. This data is from 2018, and was created in hopes of shedding light on the HIV epidemic. Also, it explains how the CDC is doing their part to prevent and/or stop the spread. The charts highlight the prominent ways people contract HIV based on gender.

(4) List below two questions you have about this information:

- I noticed the pie charts add up to over 100%, and within the website it states that the totals may not equal 100% due to rounding. This makes me wonder, do most studies account for rounding errors, or are they careless about this tiny issue? While the CDC did address it, do others go without saying anything?
- Since the most staggering statistics take up the majority of the pie charts, heterosexual contact for women and male-to-male contact for men, I wonder why better prevention techniques haven't been implicated within our culture

and society? What strategies could we implement that could decrease the numbers?

(5) Reflect on how course content relates to what you found:

In Chapter 10, we learned about pie charts. Analyzing these charts, they look good with the labels, percent's, and color coordinating, even indicating the sample size taken. The only issue is that they add up to over 100%, but the CDC indicated that this was due to rounding.

In Chapter 8, we discussed topics such as validity, accuracy, and reliability. The use of a pie chart and percentages is a valid way to measure HIV prevalence, which makes sense for the context. Pertaining to accuracy, we couldn't predict that the rounding would occur because it is a choice they made, but since the CDC stated this error, we can say it's small enough to say that the information is reliable.

(6) Reflect on how this information relates to your personal or professional (current or future) life:

In relation to my personal future life, I hope to find ways to prevent these high statistics in relation to HIV/AIDS. I'm currently working on my application for a study abroad program next summer in The Gambia, which is in Western Africa. Although this specific graph I chose to highlight in this CIJ isn't related to HIV/AIDS in Africa, I still have an understanding that it is an epidemic that affects many races and genders in different countries. I hope to gain more knowledge about this epidemic and work to end it once and for all.

CONTEMPORARY ISSUES JOURNAL SUBMISSION

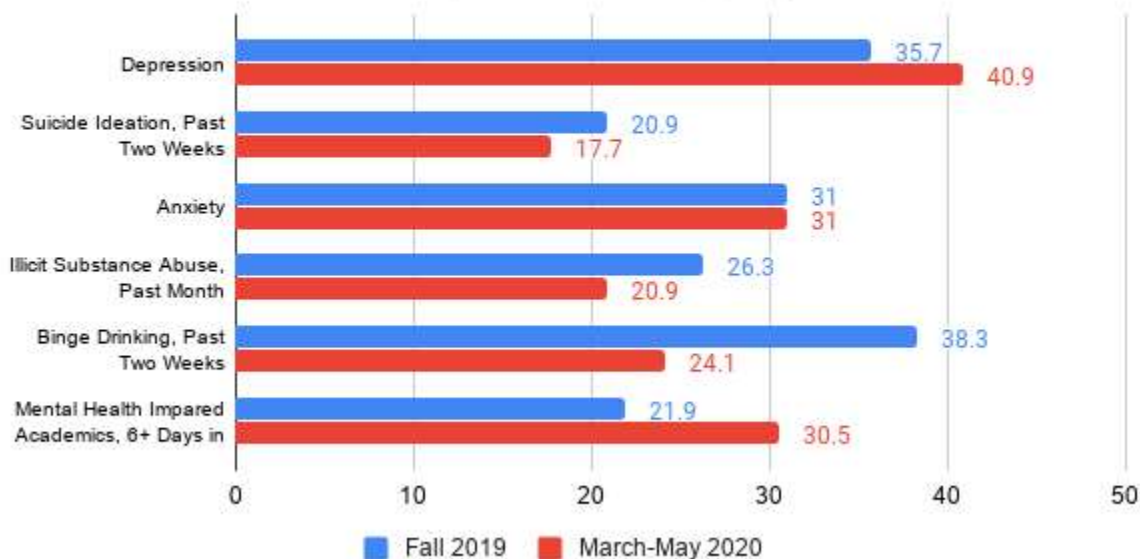
EXAMPLE FROM PREVIOUS STUDENT

(1) Provide the source from which you got your information (copy the webpage link, or indicate if it is from a book or magazine (which one?)) (1 point):

<https://www.insidehighered.com/news/2020/07/13/survey-finds-higher-prevalence-depression-among-students-and-difficulties-accessing>

(2) Provide a copy of the information below (copy/paste or take a photo and insert it) (1 point):

Percentage of Students Reporting Mental Health and Substance Abuse Issues, Fall 2019 v. Spring 2020



Data comes from "The Impact of COVID-19 on College Student Well-being," a survey conducted by the Healthy Minds Network and the American College Health Association

(3) Summarize the information. What did you find, what is it about, how was it created, who created it, what does it say? (3 points)

The survey highlights the impact of COVID-19 on student well-being; researchers from the Healthy Minds Network For Research on Adolescent and Young Adult Mental

Health and the American College Health Association garnered results from 18,764 student on 14 campuses. They found that “66% percent of students report the pandemic has caused them more financial stress” and that depression among students has increased, in turn students mental health has negatively affected their academic performance. Students are also finding it more difficult to access mental health care since the pandemic began.

(4) List below two questions you have about this information (1 point):

The number of Covid-19 cases in the states where the samples were done.

Are the university providing student with outside or government resources.

(5) Reflect on how specific course content (e.g., a specific concept, chapter, or example) you have covered so far relates to what you found (3 points):

Chapter 2 examples of sampling.

(6) Reflect on how this information relates to your personal or professional (current or future) life (3 points):

The pandemic has affected my life tremendously, before it all erupted, I was happy and doing great in school, but I just found out that because I was not able to take the HESI due to COVID-19 the nursing program is now more competitive than ever and students that only have taken 1 class and received an A (4.0 GPA) were admitted versus students that been established in the college and have a “competitive but normal GPA” this has been very hard on me and this survey has highlighted that I am not alone and the pandemic has been very difficult on many students.