*Posted by   Kate Wolfe  at Monday, August 7, 2017 11:34:13 AM*

**PSY 110    Quantitative Reasoning: Causes of Death**

**Why do people die in New York City? As part of our discussion on longevity and the cause of death of different age groups we are going to focus on where you live as a variable that affects why someone dies.**

**For the purposes of this exercise, when you see the word “Bronx” we will focus on Bronx Community District One which includes Hostos.**

**Assignment Instructions:**

**Part I:  Discovery/Group Discussion**

Think about how many people die each year in the Bronx and New York City and why those people die.. What do you think are the 1st, 2nd and 3rd ranked causes of death in the Bronx and NYC?



Bronx:

1st ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd  ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3rd  ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

New York City:

1st ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd  ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3rd  ranked cause of death: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Knowledge and Conceptual Understanding:**

\*After groups decide what they think, hand out the table showing the actual causes of death and have a class discuss about how the actual causes of death compared to what the students thought.

**Reflection: Informal writing assignment:**

Please reflect on this assignment by answering the following questions:

What did you think about how the actual data compares to what you and your group thought?

How did you generate your ideas?

What, if anything, surprised you about the actual data? Please explain.

**Part II.** Thinking and Other QR skills

Based on our class discussion about when to use specific graphs and tables and using the data provided to you in the handout create two graphs displaying the top 10 causes of death, one for the Bronx and one for New York City. We will begin this in class and then you will take home to finish the assignment.

The data is also found here on page 13 of this report: <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2015chp-bx1.pdf>

Note:Refer back to one of these websites and your class notes for help deciding which graph/table is appropriate for this data:

<https://nces.ed.gov/nceskids/help/user_guide/graph/whentouse.asp>

<https://www.thoughtco.com/common-graphs-in-statistics-3126335>

<http://www.beaconlearningcenter.com/WebLessons/KindsOfGraphs/default.htm>

**Part III. Knowledge & Understanding**

Compare your two graphs and discuss how the Bronx and New York City are similar and how they are different in terms of causes of death.

A.  Similarities:

B. Differences

**Part IV. Applying Knowledge: Attitudes, values, and habits of mind:**

**Formal Writing Assignment:**

WRite a letter to the Dr. Mary Bassett, Commissioner, New York City Department of Health and Mental Hygiene. Discuss what you have learned and how you may use that information to advocate for this neighborhood and counter injustice.

**Assessment:**

Prior to the aassignment and instruction in creating graphs, students will take the Subjective Numeracy Scale to measure confidence and preference for numbers and a test to assess which when specific tables/graphs should be used.

Two writing assignments will allow students to reflect and apply what they have learned in this assignment.

Graphs/tables will be graded for type of graph used, it's appropriateness, and it's accuracy.

Survey at the end of class will assess what students thought of the assignment and did group work help them understand the assignment.

Also a post-test of Subjective Numeracy Scale will be given to measure confidence and preference for numbers and a post-test assessing understanding of when to use which table/graph.