

Syllabus - Stats

STATS 7 online - syllabus - spring 2023

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This is an **online course**, with some asynchronous (weekly video material, group work, homework) and synchronous components (Wed. discussion, Mon. progress assessments). **The final exam** (<https://canvas.eee.uci.edu/courses/53369/pages/exams>) is taken online at the official time (June 12, from 4 to 6 pm) and requires a computer set up with a webcam.

Class objectives

Objectives

My objective is to provide both an understanding of, and hands-on experience with basic, data-centric statistics. I will use for illustration examples of actual studies from a wide array of socioeconomic and scientific fields. What you will learn in this class should help you understand broadly the methodology, results, and issues of studies presented in your other classes or in news stories.

By the end of this course, you should be able to analyze and present data, design observational and experimental studies, use probabilities to model and predict random events, and use inference procedures to test hypotheses and estimate population parameters to reach conclusions in context. I also hope that you will come to appreciate statistics as a cool and really interesting subject.

GE requirement

Note that STATS 7 satisfies the **General Education requirement for Category Va, Quantitative Literacy**, with the following learning outcome objectives: Students should be able to

- 1) Identify appropriate tools for quantitative analysis of processes or events.
- 2) Have a basic familiarity with fundamental principles underlying quantitative descriptions of natural or social processes.
- 3) Be able to do one or more of the following: evaluate studies and reports that assess risk and probability in everyday life; use models of natural phenomena to make quantitative predictions of future behavior or events; use models of economic and social structures to make quantitative predictions of future behavior or events.

Topics covered

1. Data collection: random samples, observational designs, experimental designs, confounding
2. Descriptive statistics: data organization, graphs, numerical summaries, interpretation in context
3. Association: correlation, regression, two-way tables, association versus causation
4. Probability concepts: fundamental rules, conditional probabilities, independence
5. Probability distributions: continuous distributions, Normal distributions and computations, sampling distributions
6. Confidence interval for a population mean: one sample and matched-pairs t intervals
7. Hypothesis test for a population mean: one sample and matched-pairs t tests
8. Inference for several means: two-sample t interval, two-sample t test, analysis of variance (one-way ANOVA)
9. Inference for categorical data: chi-square test for two-way tables, confidence intervals for proportions (one-sample z intervals and, time permitting, two-sample z intervals)

Class organization

This is an online course with a pedagogical approach based on scientific studies of learning. It emphasizes retrieval, spaced out practice, group work, and active engagement. The course also follows the Guidelines for Assessment and Instruction in Statistics Education (**GAISE** [↗](https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-(gaise)-reports), ([https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-\(gaise\)-reports](https://www.amstat.org/education/guidelines-for-assessment-and-instruction-in-statistics-education-(gaise)-reports)), endorsed by the American Statistical Association, which emphasizes statistics as an investigative process leading to comprehensive and nuanced interpretations in context.

Each topic is covered with a consistent weekly format:

1. Self-paced learning: Each topic starts with every student learning asynchronously from a set of short **interactive videos** hosted on Canvas. The interactive aspect of these videos is really important because humans do not learn well just from watching (or just reading notes, for that matter; see "[How to study for this class](https://canvas.eee.uci.edu/courses/53369/pages/how-to-study-for-this-class)" (<https://canvas.eee.uci.edu/courses/53369/pages/how-to-study-for-this-class>)). A graded **video-lesson quiz** on Canvas is designed to help you assimilate and retain this knowledge.

- ▶ **Study tips** (*click the arrow*)
- ▶ **Video quiz score and accommodations**

2. Coached group work: You need opportunities to practice your new analytical skills with expert guidance. The class offers both synchronous and asynchronous supervised learning activities: group work on Perusall supervised by Dr. Baldi (**asynchronous**) and group work on Zoom supervised by your TA (**live Wed discussion**). Because active participation is vastly preferable for learning, work done for both types of activities will be given participation points.

- ▶ **Study tips**
- ▶ **Lecture participation score and accommodations**
- ▶ **Discussion participation score and accommodations**

3. Self-paced practice: Each topic has a homework assignment on **Achieve** (https://canvas.eee.uci.edu/courses/53369/external_tools/1688) to help you solidify your skills with practice. This is also a good time to (1) complement your learning with the textbook explanations and examples, and (2) seek help during **the instructor's or the TAs' office hours** (<https://canvas.eee.uci.edu/courses/53369/pages/contact-info-and-office-hours>) or asynchronously by posting/answering questions on our dedicated **Ed Discussion forum** (https://canvas.eee.uci.edu/courses/53369/external_tools/7799?display=borderless).

- ▶ **Study tips**
- ▶ **Homework score and accommodations**

[Infographic of weekly topic organization](https://canvas.eee.uci.edu/courses/53369/files/21983221?wrap=1) (<https://canvas.eee.uci.edu/courses/53369/files/21983221?wrap=1>)

Grading

Grades

Your overall grade in this class is based on the following mix of grades:

LEARNING ACTIVITIES (see [class organization](#) above for details)

- 10% video quizzes (Canvas)
- 10% asynchronous lecture participation (Perusall)
- 10% discussion participation (live group work on Zoom)
- 20% homework assignments (Achieve)

PROGRESS ASSESSMENTS

▼ **15% progress assessments** (Gradescope, taken online, synchronous and timed)

There will be 2 progress assessments (worth 7% and 8%, respectively), with a mix of problems covered in class (video, lecture, discussion, homework) and new problems:

#1: Monday of week 4 at 3 PM (Topics 1, 2, 3)

#2: Monday of week 8 at 3 PM (Topics 4, 5, 6, 7)

These assessments are taken remotely (from anywhere with internet access) **during your official Monday lecture time (at 3PM)**. They are taken using Gradescope (an online assignment and testing tool) and requires the use of CrunchIt for data analysis (NO webcam necessary). Note that Gradescope provides students registered with DSC their respective time extensions directly built into the assessment.

The objective of these "progress" assessments is to both show and motivate your progress with the class material. Each problem is graded for quality of analysis, and **students are encouraged to improve their score in the following week -- demonstrating progress**. You can find the details of this process on the Canvas [Exams page](#) (<https://canvas.eee.uci.edu/courses/53369/pages/exams>).

PROFICIENCY TEST

▼ **35% final exam** (Gradescope, taken online with a webcam, synchronous and timed)

This final exam is comprehensive (topics 1 through 9) and taken **online during the official final time** (<https://canvas.eee.uci.edu/courses/53369/pages/exams>). **You need to have a functional webcam working with your computer for the final exam** as you will be recording your work on Zoom with both a webcam view of yourself and your shared screen.

The final represents a test of your accomplished proficiency and, unlike with the progress assessment, there are no options for improving your score after this exam.

Getting a good grade requires sustained work throughout the quarter and is entirely your responsibility. **This class is not curved**; if everyone works hard and seeks the help they need, everyone should be able to get a good grade. Understand that, based on the extent of their familiarity with the subject, some students need to work harder than others; that is perfectly normal. What matters is that everybody can learn.

▼ Additional considerations

If needed, students who add late (or had to wait for Cross Campus to process their enrollment) should immediately request due-date extensions on the week-1 and week-2 video quiz and homework by contacting our **Reader on Ed Discussion** (https://canvas.eee.uci.edu/courses/53369/external_tools/7799?display=borderless). No accommodations will be granted for late enrollment after week-3.

Except for the final exam, all grade issues must be raised **BEFORE** finals week. Only **DOCUMENTED GRADING MISTAKES** will be considered (no random regrades or point fishing requests). Letter grade pleading at the end of the quarter is unethical and will get no response.

There are no options for make-up exams or alternate times, but Incomplete grades are possible for emergency situations.

Note that the course grading scheme may be modified during the quarter (including the need for additional or substitute assessments) if an issue with overall lack of participation, widespread academic dishonesty, or disruptive extraneous circumstances were to emerge.

For complex, long-term issues (such as regular military training, hospitalization or recurring medical treatment, extreme family issues), contact Dr. Baldi on [Ed Discussion](#) (https://canvas.eee.uci.edu/courses/53369/external_tools/7799?display=borderless) or via email so that we can make appropriate alternate arrangements that work for your specific situation.

**** Academic Integrity ****

The UCI policy on academic integrity can be found at aisc.uci.edu (<https://aisc.uci.edu>).

Grades are an assessment of a student's accomplished learning. Therefore, ALL student work in this class must be the work of the individual receiving credit. Academic dishonesty includes having someone else do graded work for you (an entire assignment or parts of it) or any activity in which you represent someone else's work as your own (such as a tutoring site). It also includes you doing this for someone else. *Study groups and group work for group submissions do not fall under the category of academic dishonesty and provide instead an excellent learning opportunity.*

All acts of academic dishonesty will be officially reported to the [UCI Office of Academic Integrity and Student Conduct](#) (<https://aisc.uci.edu>), for possible academic sanctions AND will result in an F in the course without option to drop.

Learning, research, and scholarship depend upon an environment of academic integrity and honesty. This environment can be maintained only when all participants recognize the importance of upholding the highest ethical standards. We live in the world we collectively create, and we need to recognize the impact our actions have beyond ourselves.

NOTE: All materials provided by your instructor are the sole copyright property of that instructor. This content is protected and may not be shared, uploaded, or distributed (including on tutoring sites) without express written consent from the instructor. Passing any original course material as your "own notes" is an act of plagiarism and intellectual property theft.

Course requirements

Achieve: an online textbook and homework system

We use an online textbook-homework system called "Achieve for The Practice of Statistics in the Life Sciences, 4th edition" (PSLS4e) that contains the e-textbook, statistical software, graded assignments, and many useful resources. [Detailed information about Achieve here](#) (<https://canvas.eee.uci.edu/courses/53369/pages/achieve-info>).

Software

For the statistical computations needed in this class, you may use any software of your choice. We routinely use the free, web-browser-based statistical software [CrunchIt](https://crunchit3.bfwpub.com/psis4e) (no installation needed). It is also needed for analytical work on the progress assessments and the final.

Equipment

You need a computing device (such as a desktop, laptop, or tablet) and stable internet access to watch the course videos and complete online assignments. Check out the UCI TechPrep website (<https://techprep.oit.uci.edu/learning/>) for help figuring out your technology setup. **You need to have a functional webcam working with your computer for the final exam** as you will be recording your work on Zoom with both a webcam view of yourself and your shared screen.

COVID accommodations

We abide by all [campus policies in response to the COVID-19 pandemic](https://uci.edu/coronavirus/). Students requiring [reasonable accommodations related to the coronavirus](https://sites.uci.edu/learnanywhere/f21-guidelines/) should reach out to the UCI Disability Services Center (949-824-7974 or dsc@uci.edu).

Wellbeing

We should always take care of our physical and mental wellbeing first and foremost, and be kind to others.

Class (n)etiquette

In all class interactions, in-person or online, we expect a positive attitude and respectful behavior. Be kind, understanding, and helpful with everyone. Thank you :-)

UCI resources

- UCI Disability Services Center (DSC): dsc.uci.edu (request accommodations early, because of processing times)
- UCI Learn Anywhere UCI Be Well portal: bewell.uci.edu
- UCI Basic Needs: basicneeds.uci.edu (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 contact the FRESH Basic Needs Hub at fresh@uci.edu.)
- UCI Division of Undergraduate Education (DUE): due.uci.edu
- UCI Office of Inclusive Excellence [resources](https://inclusion.uci.edu/responsive-research/resources/ally-awareness-resources/)

General wellbeing

- 988 Suicide & Crisis Lifeline: 988lifeline.org (or dial 988)
- How to Apply to Supplemental Nutrition Assistance Program (SNAP): [Youtube video](https://www.youtube.com/watch?v=e0X2oeP9PIA)
- *Habits of a Happy Brain: Retrain Your Brain to Boost Your Serotonin, Dopamine, Oxytocin, & Endorphin Levels*, by Loretta Graziano Breuning
- Do you remember Zoom Fatigue? This [Youtube video from PBS](https://www.youtube.com/watch?v=fpMWtiYGLxc) (very relatable) is a great motivation for getting to the classroom!