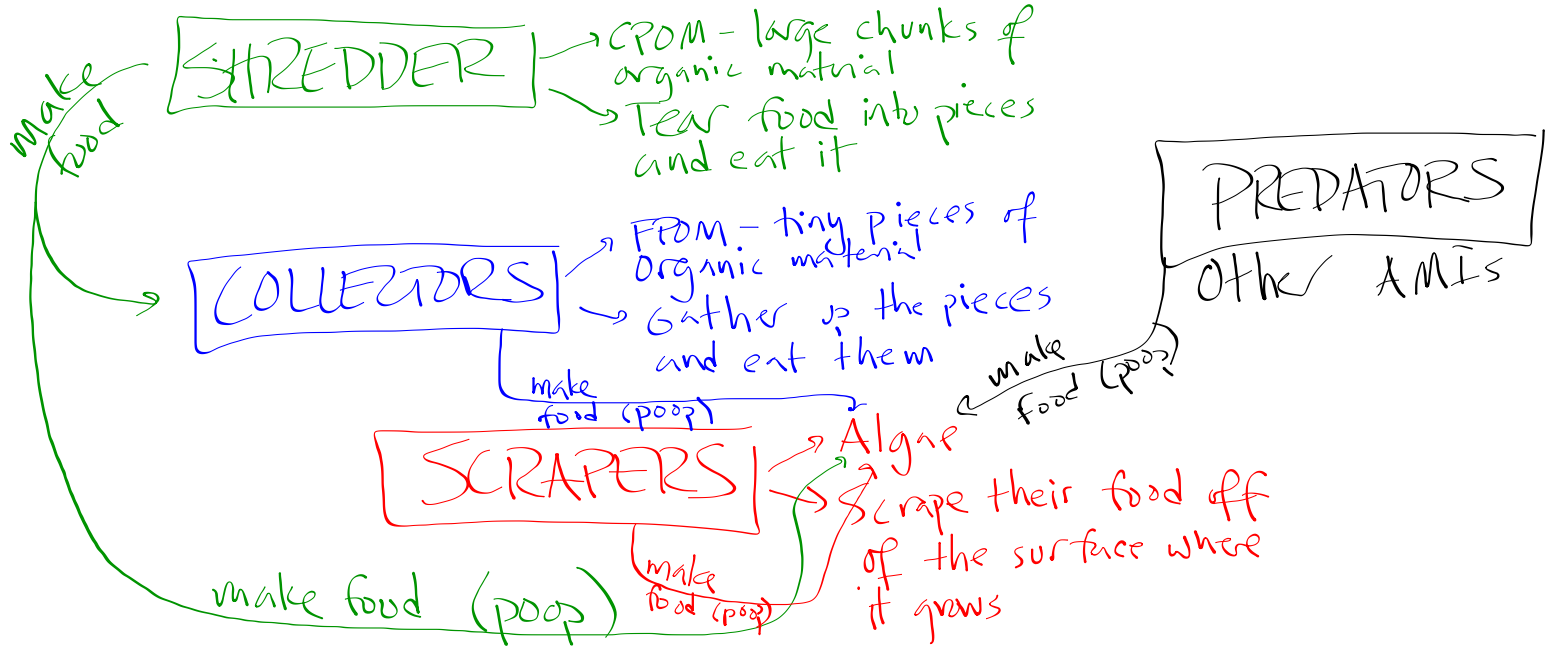
Announcements:

- Quiz over aquatic macroinvertebrates and functional feeding groups: Thurs. 10/19 (Study Guide posted today; review Tuesday)
  - > You'll need to be able to identify the macroinvertebrates in the presentation from the descriptions given in class
  - > You'll need to be able to explain the food source and feeding style for the four functional feeding groups
  - > You'll be asked to discuss how functional feeding groups are related to our study (we'll discuss today)
- Bregar gone Friday 2nd and 4th
- Ms. Waldrop from the Writing Center will visit tomorrow

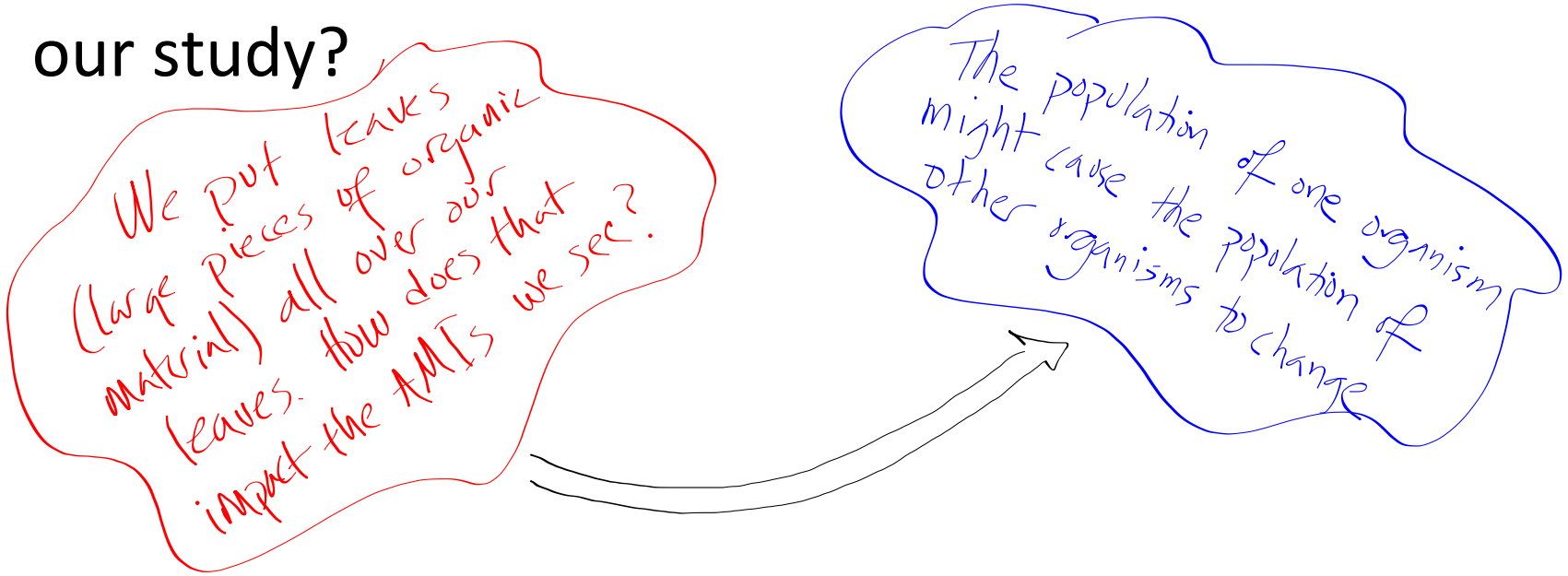
Objectives:

1. Students will be able to describe the four functional feeding groups and discuss how they are related
2. Students will be able to explain why functional feeding groups are important for our study
3. Students will know how to conduct a t-test
4. Students will be able to interpret the results of a t-test

Functional Feeding Groups:



Why are Functional Feeding Groups important for our study?



Conducting a t-test:

1. In a new sheet, organize data into two tables with two columns as shown
2. Below the first table: =ttest(...,...,2,3)
3. If the result is below 0.05, any differences in the average of the two columns is significant
4. If the result is 0.05 or above, we don't have enough data to determine if our results are meaningful or random

oregon ash data

white alder

Oregon Ash	White Alder
#	#
#	#
#	#
#	
#	
average: #	average: #
ttest: #	

Deep	Shallow
#	#
#	#
#	#
#	#
#	
average: #	average: #
ttest: #	

Final Report:

Continue work on Introduction and Methods

Results: Your summary data table and graphs along with a brief verbal summary of your data

Discussion: Answer your question! (Describe the pattern you see - remember that diversity is higher when it is closer to zero and lower when it's closer to 1.) Summarize the statistical tests. Hypothesize ecological causes for your results (think Functional Feeding Groups!).