

STAT 243, Statistics

Syllabus, Spring 2025

Catalog Description. Data analysis, data collection, random sampling, experimental design, descriptive statistics, probability, random variables and standard distributions, Central Limit Theorem, statistical inference, hypothesis tests, point and interval estimates, simple linear regression. Examples will be chosen from a variety of disciplines. Computer software will be used to display, analyze and simulate data. Prerequisite: MATH 171 or at least a B- in MATH 132.

Instructor: Professor Thomas Scofield. The course is administered from the **class home-page**:

<https://www.myopenmath.com/course/course.php?cid=255939&folder=0>

On your first visit, you will need the **course id** and **enrollment key** to enroll.

Material. The textbook for the course is **Probability, Statistics, and Data: A Fresh Approach Using R**, the version dated 01-14-2024, by Darrin Speegle and Bryan Clair, hereafter referred to as **FreshR**. We will cover Chapters 2, 3, 4, 5, 8, 10–12, while learning to use the software R in a manner similar to that covered in Chapters 1, 6 and 7.

Learning Outcomes. The student who successfully completes this course, will be able to

- explain the basic principles of study design, and the role each plays.
- produce appropriate graphs and numerical summaries of one or two variables (categorical and/or quantitative).
- use confidence intervals and hypothesis tests to make inferences about a population based on a sample drawn from the population.
- choose the statistical model/method appropriate to a given setting/scenario.
- verify the underlying assumptions justifying the use of a statistical model.
- use statistical software in the pursuit of the outcomes listed above.
- be an educated consumer of statistics, able to critically evaluate presentations of statistical results.

Student success with regard to these outcomes will be assessed via homework and tests.

Expectations and Advice.

- Do **not** get behind. Keep up with the material and any/all related work.
- Come to class on time each day, equipped with a browser-capable device that you should not access unless directed, and ready to be engaged.

- Read your email during the day to see if there are any notices from me, such as assignment details, things to do to prepare for class, or changes in class procedure.

In addition, you are expected to

- submit homework on time, and managing well the late-passes allotted to you for times of need. As a general rule, homework will be due 1-3 times per week.
- take tests on the specified dates at the specified times.
- follow up with questions over ideas you are not getting before the next class meeting. This implies giving meaningful attention to course content between each class.
- determine for yourself the level of importance of various topics we encounter. Information prior to tests will indicate what chapters/sections are fodder for an upcoming test, but your instructor will make no attempt to "pare things down" to just a few ideas or exercises.
- monitor your own progress. Your scores are always accessible. If, at any point in the course, you wish to estimate your grade, use the app at

<https://scofield.site/courses/s243/wtAverager.html>

to calculate your approximate grade as a weighted average, leaving out those components that have not yet occurred. Be aware that if your performance on some component of the grade produces a negative gpa for that component, this grade averager does not handle that situation accurately and overestimates your grade.

Accommodations. Reasonable academic accommodations will be made for individuals with documented disabilities. Any student who this concerns should notify one of the coordinators for services for students with disabilities in the Center for Student Success. That student should also meet with me during the first two weeks of the semester to discuss academic accommodations.

Grading. The various weights will be as follows:

- Homework (due 1-3 times per week): 15%
- Tests (see dates on the class calendar): 57%
- Final Exam (see dates on the class calendar): 28%

Homework is scored on the basis of correctness, except if otherwise stated. Assignments have a due date you are to observe. Nevertheless, I have provided you an allotment of **late passes**, which can buy you extra time:

- At most **one** late pass may be used per assignment.

- Usually late passes extend a deadline a maximum of 72 hours, but this can vary. Be sure to take note the new due date/time on any occasion you use a late pass. Whatever the amount of time offered, there is a hard deadline no one is allowed to surpass. (So, if on some particular assignment, 24 hours of extra time is afforded through a late pass, and 11 pm Monday is the official deadline, then when Bob uses a late pass at 11 pm Monday and Sharon uses one at 9 am on Tuesday, both will need to submit their answers by 11 pm Tuesday.)
- There is no deduction for using a late pass, but you generally will not be able to submit an assignment at all (it remains in "practice mode" only) for credit once the added time expires. (Submitting a partial homework set for some points is preferred over getting a zero for having missed the deadline.)
- Late passes in MyOpenMath are not so one can view answers after the deadline, and then submit those answers during the extended deadline. In fact, there are safeguards against this sort of use. Be warned that, should you make the attempt, even inadvertently, **you will lose the late pass without gaining a new deadline.**
- I believe the clock begins when you "use" the late pass, so you can optimize your extended time by waiting until the assignment comes due.
- You begin with 10 late passes. Treat this allotment like a bank account. Once they are all used up, there can be no more spending. Saving them except in cases of dire need takes discipline, but it lessens the likelihood that you'll find yourself in the hospital with pneumonia but with no remaining late passes.

Assignments provide an opportunity to rehearse the ideas you are to master: thinking (and writing) in the language of statistics, working with data, doing calculations, and making a statistical argument. Students who approach it that way generally get the most out of the experience. And, yes, they usually earn good homework scores, too. In contrast, it is possible to "stress out" over points to the extent that form takes precedence over substance, performance (or end-product) seems more important than the rehearsal. Guard against replacing the right emphasis with a wrong, short-sighted one.

Find friends with whom to collaborate to learn the material of this course. Doing homework together is encouraged, but you must write it up in your own words to make it your own. To do otherwise is one of several things that constitutes "academic dishonesty." I define cheating in a manner that includes, but is not limited to, use of unauthorized sources, notes or devices, and copying from the work of another student or knowingly allowing a student to copy from your work. Such behavior is unacceptable, and will, in the first instance, result in a score of zero. A second offense will result in a course grade of "F". Read more in Calvin's [Student Conduct Code](#).

Technology. As indicated in the SLOs, software (ability to use, and to interpret its results) plays a big role in the course. You are expected to develop a facility in the use of R, an industry-standard statistical software package. Alongside this, you are expected to learn to use Quarto, a report-writing language that dovetails with R. Examples of the use of both will be given in class, working within an integrated development environment called RStudio. By the date of our first class meeting, an account for you shall have been created on the Calvin RStudio server; your login name and password will be your Calvin login and password. These same tools can be installed for free on your own computer, but the installation process can be tricky, and I offer you no assistance in configuring it.

While some questions on tests will call upon your ability to write R commands with a specific purpose, the real benefit to learning R and Quarto is in the ease they provide for drawing on large data sets, conducting analysis of the data quickly and easily, and writing reports that facilitate understanding and repeatability of your methods to other practitioners. Technology does not remove the responsibility to *own* the statistical methods taught in the course. While calculators (ones I will provide) are allowed for in-class tests, and you are allowed to employ the push of a button to carry out *elementary mathematical operations* such as multiplying or taking a square root, when a calculation specific to some statistical method is called for, no “magically-appearing answer” arising merely from button pushes on a calculator will suffice.

Attendance. Please forgive the pedantic tone, as much of what I say, here, is probably assumed by most of you. Still, some person or committee encourages me to state a policy.

On the subject of attendance, I espouse “natural consequences.” Generally speaking, those who have a weak record attending class for whatever reason—don’t like the time of day it meets, have conflicts with work schedules, have a test in another class to study for, get sick—end up with a less-than-perfect understanding of course material, and get lower grades as a result. (I do not pile on artificial consequences.) If missing class is unavoidable, have a friend in the class you can turn to, and a plan for how to catch each other up.

Simply give yourself the best chance to succeed. Attending class is the bare minimum. Adopt, as habits, showing up for class on time, getting plenty of rest, staying current on class material, remaining engaged with class discussions and activities, and refraining from social media and web browsing (or any other distractions) during class.

Exceptions. I reserve the right to make changes or exceptions to course policies, including those described in this document, either for the entire class or for individuals. The ultimate goal in this course is **learning**, and formal requirements should not unnecessarily stand in the way of that. Thus, if you think that any of the conditions of the course are interfering with learning, please speak with me about this, and we will consider what can be done.