



THE OHIO STATE UNIVERSITY

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# STATISTICS: 2450 INTRODUCTION TO STATISTICAL ANALYSIS I AUTUMN 2018

## Course overview

### Instructor & Office Hours

Michelle Duda      [duda.35@osu.edu](mailto:duda.35@osu.edu) MW 3p – 4p (CH 212B); others by appointment

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### Teaching Assistant (to be completed by student)

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### Contact Information for other Students and/or Instructors

(Course Coordinator)

Dr. Baker [baker.375@osu.edu](mailto:baker.375@osu.edu)

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### Meeting Days/Times

MW 1:50p – 2:45p Campbell 200. with recitations on F @ 11:30a,12:40p,or1:50p in the EA bldg.

### Course description

Calculus-based introduction to statistical data analysis. Includes sampling, experimental design, probability, binomial and normal distributions, sampling distributions, inference, regression, ANOVA, two-way tables. The prerequisite for this 3 credit hour course is differential calculus.

## Your Support System

<b>Coordinator &amp; Lecturer</b>	Provide the overarching view of the clusters of concepts.
<b>Recitations</b>	Reinforce and extend content covered in lecture. Students should expect to be active participants in these sessions.
<b>Tutor Hours</b>	Are in Cockins (CH) 132 and provide you with additional support on a walk-in basis M- R 9:10a – 5:20p & Fridays 9:10a – 12:45p.

## Primary Course Goal:

- To develop skills in drawing conclusions & critically evaluating results based on data.

## Course Objectives:

- To enable you to use statistical tools for presentation and descriptions of data
- To enable you to correctly apply probability rules and counting techniques.
- To enable you to understand the use of sampling distributions as the foundation of inference.
- To enable you to analyze data through linear regression, confidence intervals, and hypothesis tests.
- To enable you to use your knowledge of calculus to conceptually understand its role in computing probabilities.

## Course learning outcomes

This course satisfies the General Education requirement in Data Analysis.

By the end of this course, students should successfully be able to:

- Understand basic concepts of statistics and probability.
- Comprehend methods needed to analyze and critically evaluate statistical arguments.
- Recognize the importance of statistical ideas.

## Dr. Baker's vision for your completion of STAT 2450

- You will become proficient in collecting, organizing, analyzing, and interpreting data
- You will become competent in the use of data analysis software.
- You will conceptually understand situations involving random phenomena.
- You will interpret findings and improve your ability to justify your results.
- Your metacognition & desire to reflect upon what you have learned will be heightened.
- You will respond to a problem by: considering any relevant assumptions, analyzing, and effectively communicating your results.
- You will gain a greater appreciation for statistics (and the underpinning mathematics).
- You will complete the Data Analysis General Education (GE) requirement.

## Personal Vision Statement & Commitment

<b>Personal <u>Vision Statement</u> for STAT 2450:</b>	<b>Personal <u>Commitment</u> to STAT 2450:</b>
By successfully completing STAT 2450 I will:	To successfully complete STAT 2450, I must:
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# Course Materials

## Required course materials

- *Introductory Statistics: A Problem-Solving Approach (2<sup>nd</sup> ed.)* Kokoska.  
ISBN 1464157618 or 19781464157615

This course requires electronic access to the accompanying web-based materials via *Sapling*. The ebook, quizzes, and homework assignments are all located within this resource.

It is recommended that you purchase both a text and *Sapling* (our HW management system).

<http://ohiostate.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=33552&catalogId=10001&langId=-1> . Learners who pursue this option tend to prefer: using a physical textbook for supplemental annotation, relying on resources that can function independent of Internet functionality. The cost is under \$100.

## STUDENT REGISTRATION INSTRUCTIONS

The following link includes more detailed instructions on how to register for your course:

<https://macmillan.force.com/macmillanlearning/s/article/Students-Register-for-Sapling-Learning-courses-via-your-school-s-LMS>

- Log into STAT 2450 through Carmen.
  - Click the MacMillan App in the left navigation panel.
  - Click the Sapling Learning link (note: if you encounter an error message or blank screen, you will need to adjust your browser settings and/or disable pop-up blockers).
  - Agree to Macmillan Learning terms of use and end user agreement.
  - Select your access option (credit card payment, use an activation code, or, request trial access). Click on any Sapling assignment link to launch the assignment.
  - Follow the associated steps and continue to your assignment page.
  - You are now enrolled in the course and can access future assignments through the links on your instructor's course page.
  - To access your ebook click on the image of the cover on the right sidebar of your course site. Create an account or login with an existing Macmillan Learning ebook account.
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- **Need Help?** Our technical support team can be reached by phone, chat, or by email via the Student Support Community. To contact support please open a service request by filling out the webform:  
<https://macmillan.force.com/macmillanlearning/s/contactsupport>.

## Top Hat

We will use the *Top Hat* software to elicit student responses during lectures. Students will use their smart phones to text responses to questions posed. You may download the Top Hat app, or, use the direct link below. Your username must be your name.# (e.g., carter.5).

Top Hat course name: **STAT 2450 AU 18**

Direct Link: <https://app.tophat.com/e/86114> 6-digit course code: 86114

## Required supplemental materials

JMP is the statistical software for this course. JMP is free for you per your Sapling purchase.

Click on [www.jmp.com/macmillan](http://www.jmp.com/macmillan) .

Enter SE146414253X as the 12-digit authorization code.

Proceed to download and install JMP-Student Edition.

## Highly recommended materials

Texas Instruments 83 Plus (or higher) Graphing Calculator.

# Grading

## Grades

Assignment or category	Percentage	Your Grade
<b>Exam 1</b> ( <u>Wednesday</u> , October 3 <sup>rd</sup> , during lecture)	<b>20%</b>	
<b>Exam 2</b> ( <u>Wednesday</u> , November 14 <sup>th</sup> , during lecture)	<b>20%</b>	
<b>Final Exam</b> ( <u>Wednesday</u> , December 12 <sup>th</sup> , 2 p.m. - 3:45 p.m.)	<b>30%</b>	
<b>Homework Assignments</b> (7 total, 1.43% each, none are dropped)	<b>10%</b>	
<b>Quizzes</b> (7 total, 1.67% each, 1 is dropped)	<b>10%</b>	
<b>Attendance &amp; Participation</b> (Combined For Lecture & Recitation)	<b>10%</b>	
<b>Total</b>	<b>100</b>	

*The exact due dates are included in the calendar at the end of this document.*

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Additional Policies, Resources, & Information

### Instructor feedback and response time

#### Grading and feedback

Midterm examinations will be available within **2 recitations**.

#### E-mail

All course e-mail correspondence must be done through a valid OSU name.n account. Expect a 24-hour response time when communicating with TAs and lecturers. We are here to support you, but just not quite in a true “on-demand” sense.

### Student participation and responsibility

We expect you to be actively engaged in the learning process. You are responsible for your learning. Schedule a minimum of 6 hours to prepare for this course. This equates to 9 hours weekly when the 3 hours for lecture and recitation attendance are included. Successful students perform a variety of positive academic behaviors like: reviewing the Carmen page, downloading notes, being proactive in contacting a TA or classmate as necessary, etc.. Please seek assistance in managing any non-academic responsibilities prior to any potential for under-performance.

### Electronic devices

As a courtesy to fellow classmates, all cellular phones and other electronic devices must be silenced during lectures and recitations. Your engagement with the class will require an attentiveness for note-taking. If necessary, TAs and lecturers can request that students place these devices out of plain view if their usage is deemed irrelevant to instruction.

## Academic integrity policy

A guiding principle is that, if you are considering doing something that might be unethical, then **“Don’t do it!!”** This mantra applies to both academic and non-academic settings.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. In short, if you are considering doing something that might be unethical, then resist and refrain from pursuing it. This will help you in college and well-beyond.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Grade Appeals

Your TAs are highly capable and follow established rubrics in evaluating your work. Only in the rarest of cases will an exam grade need to be appealed. In these situations:

- a) (within 1 week of receipt of your assessment) Inform your TA of the issue in writing
- b) Attach a statement of the issue at-hand to your work and submit to Dr. Baker.

## Course Registration and Completion

Students will be able to work with department staff on any ADD and SECTION changes. Students can begin communicating with Jean Scott (Cockins Hall 408A), Tuesday, August 28<sup>th</sup>.

Date	Event
Friday, August 24 <sup>th</sup>	The last day to add the course without instructor permission.
Friday, August 31 <sup>st</sup>	The last day to register and avoid additional fees.
<i>*Please note that students who are dropped for non-payment are not guaranteed re-enrollment.*</i>	
Friday, September 14 <sup>th</sup>	The last day to drop without a 'W' appearing on your record.
Friday, October, 26 <sup>th</sup>	The last day to drop the course without petitioning.

FYI, Incompletes will only be awarded when 70% of the coursework has been completed.

## Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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- (within 1 week of receipt of your assessment) Inform your TA of the issue in writing
- Attach a statement of the issue at-hand to your work and submit to Dr. Baker

## Other Student Resources

### (Including: Mental Health, Relationship Violence & Diversity)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).



**Title IX** makes it clear that *violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race)*. If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Students can find information about academic services available at OSU on this website: <http://artsandsciences.osu.edu/current-students/university-resources>, and about general student services on this website: <http://ssc.osu.edu>.

The Ohio State University affirms the importance and value of **diversity** in the student body. *Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.* We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Students can find information about academic services available at OSU on this website: <http://artsandsciences.osu.edu/current-students/university-resources>, and about general student services on this website: <http://ssc.osu.edu>.

## Autumn 2018 STAT 2450 Calendar

### Lecture Schedule:

<i>Mondays</i>	<i>Wednesdays</i>
<b>August 20</b> No Lecture - Autumn Semester Eve	<b>August 22</b> Chp.1 An Intro. to Statistics & Statistical Inference
<b>August 27</b> 2.1–2.3 Types of Data, Bar Charts, Pie Charts, Stem-and-Leaf Plots	<b>August 29</b> <u>HW 1 Due F 8/31 Qz.1 Due Su 9/2</u> 2.4 Frequency Distributions and Histograms
<b>September 3</b> No Lecture – Labor Day	<b>September 5</b> 3.1,3.2 Measures of Central Tendency & Variability
<b>September 10</b> 3.3 Empirical Rule, Measures of Position, Box Plots	<b>September 12</b> <u>HW 2 Due F 9/14 Qz.2 Due Su 9/16</u> 4.1 Experiments, Sample Spaces, Events
<b>September 17</b> 4.2 An Introduction to Probability 4.3 Counting Techniques	<b>September 19</b> 4.4 Conditional Probability 4.5 Independence
<b>September 24</b> 5.4 The Binomial Distribution (with ref. to 5.1)	<b>September 26</b> <u>HW 3 Due F 9/28 Qz.3 Due Su 9/30</u> 6.2 The Normal Distribution (with ref. to 6.1)
<b>October 1 Short Exam Review</b> 6.3 Checking the Normality Assumption 6.4 Exponential Distribution	<b>October 3</b> <b>Exam 1 (Chps. 1 – 4)</b>
<b>October 8</b> 7.1 Statistics, Parameters & Sampling Distributions 7.2 Sampling Distribution of the Sample Mean	<b>October 10</b> <u>HW 4 Due M 10/14 Qz.4 Due M 10/14</u> 7.3 Distribution of the Sample Proportion (Fall Break Eve)
<b>October 15</b> 8.1 Point Estimation	<b>October 17</b> 8.2 Conf. Int. for a Pop. Mean when $\sigma$ is Known (z)
<b>October 22</b> 8.3 Conf.Int.for a Pop.Mean when $\sigma$ is Unknown (t)	<b>October 24</b> <u>HW 5 Due F 10/26 Qz.5 Due Su 10/28</u> 8.4 Confidence Interval for a Population Proportion
<b>October 29</b> 9.1, 9.2 Parts of a Hypothesis Tests & Errors	<b>October 31</b> 9.3 Hypothesis Tests for a Pop. Mean when $\sigma$ is Known(z)
<b>November 5</b> 9.4 P-Values 9.5 Hypothesis for a Pop. Mean when $\sigma$ is Unknown(t)	<b>November 7</b> <u>HW 6 Due F 11/9 Qz.10 Due Su 11/11</u> <b>Short Exam Review</b> 9.6 Hypothesis Tests for a Population Proportion
<b>November 12</b> No Lecture – Veterans Day (Observed)	<b>November 14</b> <b>Exam 2 (Chps. 5 – 9)</b>
<b>November 19</b> 11.1 One-Way ANOVA	<b>November 21</b> No Lecture – Thanksgiving Break
<b>November 26</b> 12.1 Simple Linear Regression	<b>November 28</b> <u>HW 7 Due F 11/30 Qz.11 Due Su 12/2</u> 12.2 Hypothesis Tests and Correlation
<b>December 3</b> 13.1 Univariate Categorical Data	<b>December 5 Short Exam Review</b> 13.2 Bivariate Categorical Data <b>(Final Exam Wednesday, December 12<sup>th</sup> 2:00p – 3:45p)</b>