COURSE DESCRIPTION

Course goal (what this course is and is not)

This course is intended to help you develop your statistical literacy—the ability to comprehend and critically evaluate the results of statistical data analyses—especially in the social and behavioral sciences. While you will learn how to apply basic methods for statistical data analysis, this course is intended to prepare you to be a critical and knowledgeable consumer rather than a skilled producer of statistical data analyses. Consequently, you will not learn how to conduct extensive statistical analyses of data. By extension, you will not learn how to use various software, apps, or programming languages that researchers often use to conduct their data analyses (e.g., Excel, SPSS, Stata, R, Python, etc.). Students who intend to go into fields where such data-analytic skills are necessary are encouraged to consider STAT 311 instead.

Course motivation

As a discipline, statistics focuses on describing and modeling both variability and uncertainty in our world. It includes a wide assortment of theories and methods for summarizing variability in all kinds of data, as well as exploring relationships that exist between variables. In the social and behavioral sciences, these include:

- crime rates by jurisdiction or geopolitical unit (neighborhood, city, state, country);
- incidence and prevalence of particular diseases by community;
- life expectancy and fertility rates by county, state, or country;
- age, sex, gender, ethnic, or SES composition by population;
- unemployment rates over time;
- election victories by incumbency of candidates;
- number of motorists on the roadway at different hours of the day;
- birth rates by date and day of the week;
- educational outcomes based on different levels of access to resources, class size, or attendance at different schools;
- carbon emission levels by country relative to population size or GDP.

Both as voters and as members of various communities, organizations, and institutions, we need to make important decisions based on our understanding of these kinds of
information. Consequently, it is important to understand the objectives, built-in assumptions, results, and limitations of the statistical methods used by social scientists to collect and explore such data. It is also important to understand the pitfalls that arise when these methods are applied incorrectly. By understanding these things, you will be better prepared to be a more critical consumer of statistical analyses that you will encounter in popular media and in professional and academic publications.

Course objectives

By the end of this course, you should be able to

- Distinguish between nominal, ordinal, and different kinds of numerical variables;
- Distinguish between sample statistics and population parameters and understand the relationship between these two concepts;
- Identify the strengths and limitations of different strategies researchers use to collect data, as well as how these relate to research questions/goals and statistical inference;
- Evaluate the ability of different statistics to summarize different kinds of data, both numerically and graphically;
- Use the rules of probability theory to model population variability and to explore relationships between variables in different ways;
- Identify parametric probability distributions that are used as models of different data generating processes;
- Understand how statisticians use sampling distributions both to estimate unknown population parameters and to conduct statistical hypothesis tests about such parameters.

COURSE STRUCTURE

Attendance and participation

- Students are expected to attend all lecture and quiz section meetings, with exceptions noted under Student Accommodations and Support. Your ability to accomplish the course goals will benefit greatly from attendance and participation.
- Lecture meetings
  - Days: Every Monday, Wednesday, and Friday between 28 September and 9 December (excluding university holidays)
  - Times: 11:30 am – 12:20 pm
  - Location: Smith Hall 120
• Purpose: Your instructor's (Dr. Brown's) lectures will introduce you to statistical concepts, principles, and methods, including clarification of many of the concepts and methods discussed in your textbook and other course readings

• Quiz section meetings
  o Days: Every Tuesday and Thursday between 4 October and 8 December (excluding university holidays)
  o Times and locations
    ▪ Section AA: 8:30 – 9:20 am, Thomson Hall 234
    ▪ Section AB: 9:30 – 10:20 am, Thomson Hall 235
    ▪ Section AC: 8:30 – 9:20 am, Thomson Hall 202
    ▪ Section AD: 9:30 – 10:20 am, Thomson Hall 334
    ▪ Section AE: 8:30 – 9:20 am, Thomson Hall 135
    ▪ Section AF: 9:30 – 10:20 am, Thomson Hall 234
    ▪ Section AG: 8:30 – 9:20 am, Thomson Hall 119
    ▪ Section AH: 9:30 – 10:20 am, Thomson Hall 202
  o Purpose: contrary to the label "quiz section," your Tu/Th quiz section meetings have nothing to do with quizzes. Instead, you will use these meetings as an opportunity to actively engage with course concepts and methods, often in the context of small-group discussions ("quiz section discussion exercises" or QSDEs), guided by your Section TA.

Assigned course readings

• Textbook: Diez, D.M., M. Cetinkaya-Rundel, and C.D. Barr. 2019. OpenIntro Statistics, 4th ed. Available as a free download from the publisher or from the course files. Copies of this textbook should also be available at the UW Bookstore for those who would prefer to purchase a hardcopy.
• Read before Thursday 6 October: Banta-Green and Field 2011
• Read before Tuesday 11 October: Henrich et al. 2010
• Read before Tuesday 22 November: McFadden et al. 2018
• For guidance on effective strategies for course readings, see this page on the SQ3R reading strategy.

Supplemental course readings

The following readings are not required to succeed in the course. They are intended to provide further context and detail about several of the topics and case studies we will discuss throughout this course this quarter.
• Pros and cons of log-transformed data (goes with Chapter 2, covered between 14 October and 24 October)
  o O'Hara and Kotze 2010
  o Menge et al. 2018
  o Chang 2020
  o Sevi et al. 2020

• The subjective interpretation of probabilities: quantifying uncertainty (goes with Chapter 3, covered between 28 October and 7 November)
  o O'Hagan 2004

• Paleodemography based on the proportionate juvenility index (PJI) (goes with Chapters 5 and 6, covered between 22 November and 5 December)
  o Bocquet-Appel 2002: The inaugural paper on paleodemographic PJI research
  o Bocquet-Appel 2011: Summary of paleodemographic PJI research for general academic audiences
  o Kohler et al. 2008: Paleodemographic PJI research in the American Southwest
  o Kohler and Reese 2014: More paleodemographic PJI research in the American Southwest
  o Downey et al. 2014: Paleodemographic PJI research about Mesolithic-Neolithic Europe
  o McFadden and Oxenham 2017: A new PJI and the Total Fertility Rate (TFR)
  o McFadden and Oxenham 2018: A new PJI and the Crude Rate of Natural Increase (CRNI)
  o McFadden and Oxenham 2019: Bias in the new PJI
  o McFadden 2021: General review of PJI-based research two decades on
  o McFadden et al. 2021: Paleodemographic PJI research in Polynesia

Other required material

• Calculator: any device capable of performing basic mathematical operations (addition, subtraction, multiplication, division, squaring, finding square roots). This can include devices (smartphones, tablets, notebooks/laptops) that include calculator apps. You will use your calculator to perform basic calculations for homework assignments, quiz section discussion exercises (QSDEs), and some simple calculations on Exam 1. However, if you use a calculator app on a device, please restrict your usage of your device for calculator purposes during QSDEs and on Exam 1.
Graded coursework

- Participation Reports (PR) – 12% (four at 3% each): These assignments are low-stakes, credit/half-credit/no-credit exercises. They will involve involving guided reflection on some of the discussion exercises throughout the quarter. These assignments are intended to encourage you to participate in quiz section exercises, as well as to help the teaching team evaluate the effectiveness of these exercises in facilitating the course goals. Prompts for these assignments will appear on the course Canvas website and your responses will be submitted online via Canvas as well.

- Assigned readings and Reading Quizzes (QZ) – 15% (six at 2.5% each): We will cover Chapters 1 through 7 of the course textbook, as well as Chapter 8 if we have enough time (but we probably won't). You are expected to read each chapter prior to our discussion of that chapter’s contents in lectures and quiz sections (with the exception of Chapter 1, which students should read as soon as possible at the beginning of the quarter). To encourage you to do this, there will be six online, open-book reading quizzes throughout the quarter, each quiz covering a single chapter of the textbook except the last quiz, which will cover both Chapters 6 and 7. You will be able to take as much time as you need to complete each reading quiz up to its due date, but you are only allowed one attempt. All quizzes will be completed online, via Canvas. You should not discuss the reading quiz content with anyone but the teaching team (instructor and TAs). There will also be a small handful of additional, short reading assignments related to quiz section exercises early in the quarter. These additional readings will not be covered on the reading quizzes.

- Problem Sets (PS) - 40% (four at 10% each): These are medium-stakes assignments, giving you an opportunity to demonstrate your command of practical course concepts and methods. You are allowed and encouraged to collaborate with your peers when completing these assignments, but every student is required to submit their own solutions in their own words for each Problem Set assignment. All Problem Set solutions will be submitted online, via Canvas. Solutions for these assignments will be published prior to each exam as a study aid, in case the graders are unable to grade your work before these assignments.

- Exams (EX) - 33% (three at 11% each): These are medium-stakes assignments, giving you an opportunity to demonstrate your understanding of the principles and limitations of statistical methods for collecting and describing data and for drawing larger inferences from such data descriptions. These exams are closed-book, closed-note, and you are not allowed to discuss the exam content with anyone but members of the teaching team (instructor and TAs). These assignments will be completed online via Canvas. You will be given a 24-hour period to complete each exam (12:01 am to 11:59 pm on the scheduled date). Once you begin each exam, it will be timed for one hour. These exams will be scheduled for exam days, but we will not have lectures on these exam days. However, your professor will be present in the normal
location (Smith Hall 120) at the normal lecture time (11:30 am - 12:20 pm) to answer questions if you have them. Be sure to give yourself enough time to complete the exam before the end of the day. Your instructor will not be lenient if you do not give yourself enough time to complete the exam or encounter technical difficulties that interfere with your ability to complete the exam at the end of the day. Unless you and I have made prior arrangements with Dr. Brown, you will not be allowed to complete an exam once its exam date has passed.

From percentage grades ($P$) to scores on the 4-point Grade Point (GP) scale

- If $P \leq 17.5\%$, then $GP = 0.0$
- If $17.5\% < P < 20\%$, then $GP = -0.8 + 0.08P$
- If $20\% \leq P < 90\%$, then $GP = 0.04P$
- If $90\% \leq P < 98\%$, then $GP = -0.9 + 0.05P$
- If $98\% \leq P$, then $GP = 4.0$

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<th>Percentage</th>
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<td>&gt;98%</td>
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Late work policy

Late work will be accepted for up to four 24-hour periods following the due date. However, out of fairness to your fellow students, 25% of your earned points will be deducted automatically by Canvas for each 24-hour period late. Canvas is very strict
about this policy, so please be sure to allow yourself enough time to submit your work early.

Grade reevaluation policy

If you disagree with a grader's interpretation and score of your work on any graded assignment, please submit a request for a re-evaluation only to your instructor (Dr. Brown); do not respond directly to the grader or contact the TAs for re-evaluations (they will redirect you to contact Dr. Brown). You must submit any request for a reassessment of graded work within one week of receiving the grade and include a written explanation of your case. Note that not all re-evaluations will result in a changed grade and may even result in a reduced grade, if and only if further problems are identified upon further review. Re-evaluations will result in increased grades only if you can offer a compelling argument justifying your responses to assigned work.

A note on Canvas's dynamic grade reports

Canvas reports your grade for each assignment as it is entered. Check these reports regularly to make sure that your grades have been entered properly. Canvas also provides an dynamic estimate of your overall course grade, but this report is based only on the scores you have so far received for graded assignments; ungraded assignments are ignored. Consequently, your overall grade estimate may move up or down dramatically, especially early in the quarter, and it will continue to move up or down even near the end of the quarter as graders enter each new grade into your record. Consequently, you should not interpret Canvas's overall course grade estimate as official, final, or authoritative; use it only as a general way of monitoring your success in accomplishing course goals.

TEACHING TEAM

Instructor: Dr. William Brown (preferred name: Will or Dr. Brown)

- Pronouns: he/him/his
- Email: brownw@uw.edu or via Canvas (Canvas messages strongly preferred)
- Office days and hours: Tuesdays and Thursdays 10:30-11:30 am, or by appointment
- Office location: Padelford Hall C14D

Section AA and AF Teaching Assistant (TA): Zach Brown (preferred name: Zach)

- Pronouns: he/him/his
- Email: brownzpt@uw.edu or via Canvas
• Office days and hours: [TBD]
• Office location: [TBD]

Section AD and AG Teaching Assistant (TA): Melody Jiang (preferred name: Melody)

• Pronouns: she/her/hers
• Email: yj49@uw.edu or via Canvas
• Office days and hours: [TBD]
• Office location: [TBD]

Section AC and AH Teaching Assistant (TA): Faith Ngae (preferred name: Faith)

• Pronouns: she/her/hers
• Email: via Canvas
• Office days and hours: Thursdays 11:00 am - 1:00 pm
• Office location: Statistics Tutoring and Study Center

Section AB and AE Teaching Assistant (TA): Juejue Wang (preferred name: Juejue)

• Pronouns: she/her/hers
• Email: juejuw@uw.edu or via Canvas
• Office days and hours: Tuesday 11:00 am - 1:00 pm
• Office location: Statistics Tutoring and Study Center

Email policy

• You are strongly encouraged to use Canvas’s messaging function rather than email when communicating with members of the teaching team.
  o If you prefer to communicate via email, be sure to (a) use your UW (uw.edu) rather than your personal (hotmail, gmail, outlook, yahoo, etc.) email account, and (b) include an email subject beginning with "CSSS 221", "SOC 221", or "STAT 221".
• Be sure to address your instructor or TA by their preferred names and titles, as identified above.
• Be sure to write a clear email. Clearly identify the questions for which you desire answers.
• If your question(s) cannot be easily answered in a short message, your instructor or TA may recommend that you meet with us during our regular office hours or set up an appointment to discuss your questions(s).
• Be sure to conclude your message with your name as you would prefer to be addressed.
• Be sure to acknowledge your instructor or TA's response if appropriate. For example, if we ask you follow-up questions related to your message, be sure to answer these questions.
• Please allow up to 48 hours for a response. After 48 hours, if you have not heard back from your instructor or TA, please feel free to send a reminder message.
• Communicating about individual grades electronically: To comply with the Family Educational Rights and Policy Act (FERPA), students and members of the teaching team are discouraged from communicating about individual students' grades via email. Instead, please use Canvas's messaging function for such communications. We will only communicate about grades abstractly via email messages.
• No member of the teaching team will accept any graded coursework submitted via email; all assignments must be submitted online via the course Canvas website.

STUDENT ACCOMMODATIONS AND SUPPORT

Absences
Your instructor will record every MWF lecture via Panopto. However, in the event of technical difficulties, you are responsible for communicating with your classmates for copies of class notes. In general, classroom technology limits your TAs' ability to record their Tu/Th quiz section meetings so recordings of these will not be available. If you miss a quiz meeting, you are once again responsible for communicating with your classmates for copies of class notes. If you know that you will be absent for certain days of the quarter, contact your instructor (Dr. Brown) at your earliest convenience so that we can work out ideal solutions to mitigate adversities resulting from this expected absence.

Emergencies
In the case of unexpected family, health, or other emergencies that interfere with your ability to complete assigned coursework on time, notify your instructor of your absence at your earliest convenience. Documentation to validate the reason of your absence may be requested by your instructor, particularly for missed exams. Please note that if you must be absent for medical reasons, doctors and other health care providers and institutions routinely prepare permission notes that protect your medical privacy.

Disability Resources for Students (DRS)
For students who have established accommodations with Disability Resources for Students (DRS, http://depts.washington.edu/uwdrs/ (Links to an external site.)), please
communicate your approved accommodations to your instructor (Dr. Brown) at your earliest convenience so we can discuss your needs in this course. DRS contact your instructor and Quiz Section TA regarding your accommodations, but you may find it helpful to reach out to your instructor and TA, particularly if further course agreements need to be prepared.

For students who have not yet established accommodations through DRS but experience either a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability@uw.edu. Such conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical, or health impacts. DRS offers resources and coordinates reasonable academic accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**Accommodations for reasons of faith or conscience**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

**Health and safety**

For facts and resources about the COVID-19 pandemic, see the University of Washington's page here: https://www.washington.edu/coronavirus/. For resources and points of contact to promote a safer UW community, see https://www.washington.edu/safecampus/

**Additional academic and technological support and resources**

*Statistics Tutor and Study Center*

For those of you who may wish to pursue additional tutoring on the course material throughout the quarter, I wanted to draw your attention to the Statistics Tutor and Study Center.
"The Statistics Tutor and Study Center is dedicated to furthering undergraduate statistical education at UW. Free drop-in tutoring is offered for all students enrolled in UW introductory statistics courses (any campus) and many faculty and TAs hold office hours in the Center as well."

For more information, see [this webpage](#).

**CLUE statistics tutoring**

The Center for Learning and Undergraduate Enrichment (CLUE) offers in-person or online statistics tutoring. For more information, visit CLUE's [website here](#).

**The Office of Minority Affairs and Diversity's Instructional Center (IC)**

The IC's goal is "to promote the academic achievement, retention and successful graduation of under-represented minority, first-generation college and economically disadvantaged students and to improve their chances of gaining admission to graduate and professional schools." Among other things, this includes academic support for minority, under-represented, first-generation, and economically disadvantaged students.

**The Center for Social Science Computation and Research (CSSCR)**

For those of you whose future involves the analysis of social science data, you should know about the [Center for Social Science Computation and Research (CSSCR)](#), an interdepartmental center at the UW that exists to provide computational support to the UW's social science community, including faculty and students. Their services include free drop-in and scheduled online consulting for all kinds of computing problems. For example, if you have a homework assignment or research project using R, SPSS, Stata, ArcGIS, ATLAS.ti or other programs often used by social science researchers, CSSCR consultants can help you trouble-shoot when you're not sure how to make these programs do what you want/need them to do. They also provide free 1-hour introductory workshops throughout the quarter to introduce members of the UW community to various software for quantitative/statistical data analysis (as well as some software for qualitative data analysis, for those in the social sciences who do this kind of research). CSSCR almost always teaches an Intro to R and Intro to SPSS workshop once or twice per quarter. Check out their website to see what workshops they are offering and when these are scheduled.

**The Undergraduate Research Program (URP)**

For undergraduate students who are interested in going into research-intensive fields but don't know where to get started, I wanted to direct your attention toward the UW's [Undergraduate Research Program (URP)](#). This program provides all kinds of resources for students who are eager to gain research experience, including the opportunity to participate in small-scale research projects during the academic year while working with faculty mentors in many different departments. If you are interested in finding research opportunities this year, look [here](#).
COURSE STANDARDS

Course COVID-19 policies

Students in this course are expected to uphold the University of Washington's COVID-19 Prevention and Response Policies, including the UW Face Covering Policy. As of 9 September 2022, this Face Covering Policy strongly recommends face covering in indoor settings (e.g., during in-person class meetings), especially for the first two weeks of campus. It also encourages members of the UW community to encourage each other to do so. If you know or are concerned that you might have COVID-19, follow the guidance provided by the university at this webpage, including staying home to tend to your health and to reduce the further risk of infecting your peers. If you miss lecture or quiz section meetings while you are quarantining, communicate with your instructor and TA so that we can accommodate your absence to the greatest degree possible. Throughout the quarter, you may also receive occasional notifications from your instructor (Dr. Brown) regarding possible exposures to COVID-19 during particular lecture or quiz section meetings. Note that these will be anonymous, to protect your identity. For updates to the UW's COVID-19 Prevention and Response Policies, please visit this UW webpage.

Collaborative learning and diversity statement

Learning in a structured social setting is a very different experience from independent, self-guided learning. Interacting with your teaching team and with your peers presents a unique learning opportunity, but to enjoy the benefits of such collaborative learning and the free exchange of ideas fully, mutual respect is indispensable between all parties involved. Your teaching team is committed to encouraging and valuing diverse student perspectives, showing every student our utmost respect, and investing ourselves in cultivating your mastery of the course content. We also expect that you will show each other and the teaching team a similarly high and sustained level of respect. Diversity is integral to academic excellence, and the teaching team will strive to create welcoming and respectful learning environments, promoting equal access and opportunity for everyone enrolled in the course. Actions on the part of students that contradict these goals are expressly in violation of the University of Washington's Student Conduct Code and are not tolerated, without exception. As a condition of enrollment, all students assume responsibility to observe high standards of interpersonal conduct that will contribute to their own and their peers' academic goals, as well as to the safety and welfare of the UW's academic community more generally. For more information on this and other policies related to diversity, please visit http://www.washington.edu/diversity/.
Academic integrity statement

Collaborative study is not only accepted but encouraged, if you find cooperation beneficial to your learning. However, for submitted course assignments (Problem Sets and Participation Reports), one unique submission per student is required, written in their own words. If you have worked on submitted assignments with other students in the class, you are encouraged to note this collaboration on your work, including your collaborators' names. Note that you cannot collaborate in any way with your peers or anyone else while completing the Reading Quizzes or Exams.

All submitted coursework should adhere to the University of Washington's Student Conduct Code. Plagiarism is not tolerated. Plagiarism includes but is not limited to copying phrases, sentences, or paragraphs from the work of other people without proper citation; paraphrasing another person's ideas or words without citing them; etc.

Academic misconduct of any kind is grounds for failure in the class and removal from the University of Washington. Lack of familiarity with the rules of academic conduct does not excuse misconduct. For more information please visit the following websites:


COURSE SCHEDULE

Course overview

Estimated dates: Wednesday 28 September

Unit 1 - Data, variables, research, and descriptive statistics (Chapters 1 and 2)

Estimated dates: Friday 30 September – Wednesday 26 October

Chapter coverage in lectures

- Chapter 1: Friday 30 September – Wednesday 12 October
- Chapter 2: Friday 14 October – Monday 24 October

Quiz section discussion exercises (QSDEs)

- Thursday 29 September: No quiz section meetings
- Tuesday 4 October: QSDE01 - Big-picture topics in statistics
- Thursday 6 October: QSDE02 - Narcotic epidemiology using municipal wastewater chemistry
- Tuesday 11 October: QSDE03 - WEIRD populations, WEIRD samples, and over-generalization
• Thursday 13 October: QSDE04 - Research ethics in the social sciences
• Tuesday 18 October: QSDE05 - The sum operator
• Thursday 20 October: QSDE06 - Descriptive statistics
• Tuesday 25 October: Exam 1 study session

Exam 1: Wednesday 26 October (no lecture, but Dr. Brown will be in Smith 120 at 11:30 am-12:20 pm)

Unit 2 - Probability theory and probability distribution models (Chapters 3 and 4)
Estimated dates: Friday 28 October – Monday 21 November

• No lecture Friday 11 November; Veterans Day

Chapter coverage in lectures
• Chapter 3: Friday 28 October – Monday 7 November
• Chapter 4: Wednesday 9 November – Friday 18 November

QSDEs
• Thursday 27 October: No quiz section meetings
• Tuesday 1 November: QSDE07 - Probability experiments with 8-sided and 10-sided dice
• Thursday 3 November: QSDE08 - Clinical diagnosis as a motivating example for probability theory
• Tuesday 8 November: Working on Problem Set 3 together
• Thursday 10 November: QSDE09 - The Poisson distribution
• Tuesday 15 November: QSDE10 - Areas under the normal distribution
• Thursday 17 November: Exam 2 study session

Exam 2: Monday 21 November (no lecture, but Dr. Brown will be in Smith 120 at 11:30 am-12:20 pm)

Unit 3 - Inferential statistics (Chapters 5, 6, and 7)
Estimated dates: Tuesday 22 November – Friday 9 December

• No lecture or quiz section meetings Thursday – Friday 24-25 November; Thanksgiving Break

Chapter coverage in lectures
• Chapter 5: Wednesday 23 November – Wednesday 30 November
• Chapter 6: Friday 2 December – Monday 5 December
• Chapter 7: Wednesday 7 December – Friday 9 December

QSDEs

• Tuesday 22 November: QSDE11 - Introduction to a paleodemographic case study to motivate statistical inference
• Thursday 24 November: No quiz section meetings; Thanksgiving Break
• Tuesday 29 November: QSDE12 - Confidence intervals for the paleodemographic data
• Thursday 1 December: QSDE13 - Null hypothesis significance tests for the paleodemographic data
• Tuesday 6 December: QSDE14 - Tests of independence for the paleodemographic data
• Thursday 8 December: Exam 3 study session

Exam 3: Wednesday 14 December (No lecture, but Dr. Brown will be in Smith 120 at 2:30-4:20 pm)