

Instructions

Read Ch. 2 in the textbook; Stats: Modeling the World (BVD). A .pdf of the chapter is posted on Mr. George and Mr. Shevlin's school websites.

Your work and solutions to the problem set questions are due the first day of school. There will be a quiz on the material in Ch. 2 during the first week of class.

It is expected that your problem set submissions are well organized and legible with all problems worked out and thoroughly explained/answered. Remember, the rationale of assigning the problem set is to give you the opportunity to practice and develop your statistical skills. Based on this philosophy the problem sets are graded for completeness, organization, and effort (not accuracy).

Objectives

- Be able to identify the Who, What, When, Where, Why and How of data
- Be able to identify the cases and variables in any data set
- Be able to identify the population from which a sample was chosen
- Be able to classify variable as categorical or quantitative and identify the units of the variable

Collaboration Agreement

Interactions with classmates, friends, parents, and the internet can enable mastery of the course's material. However, there is difference in soliciting the help of others and submitting other people's work. Collaboration on problem sets is permitted to the extent that you may ask others for help so long as that help does not result in another doing your work for you. Below you will find a short list of some acceptable and unacceptable collaborative behaviors:

Acceptable:

- Communicating with other about problem set problems
- Helping a classmate identify an error in their thinking
- Researching on the web or other references for technical difficulties but not the solution to problem

Unacceptable:

- Viewing a classmate's solution to a problem before submitting your own
- Searching for or soliciting solutions to problem sets online or elsewhere

Problem Set:

Read BVD pg. 2 - 16

BVD pg. 16 – 18: #1, 3, 7, 10, 11, 15, 16, 22

Instructions

Read Ch. 3 in the textbook; Stats: Modeling the World (BVD). A .pdf of the chapter is posted on Mr. George and Mr. Shevlin's school websites.

Your work and solutions to the problem set questions are due the first day of school. There will be a quiz on the material in Ch. 3 during the first week of class.

It is expected that your problem set submissions are well organized and legible with all problems worked out and thoroughly explained/answered. Remember, the rationale of assigning the problem set is to give you the opportunity to practice and develop your statistical skills. Based on this philosophy the problem sets are graded for completeness, organization, and effort (not accuracy).

Objectives

- Be able to recognize when a variable is categorical and choose an appropriate display for it.
- Be able to summarize the distribution of a categorical variable.
- Know how to describe any anomalies or extraordinary features revealed by the display of a variable
- Know how to make and examine a contingency table.

Collaboration Agreement

Interactions with classmates, friends, parents, and the internet can enable mastery of the course's material. However, there is difference in soliciting the help of others and submitting other people's work. Collaboration on problem sets is permitted to the extent that you may ask others for help so long as that help does not result in another doing your work for you. Below you will find a short list of some acceptable and unacceptable collaborative behaviors:

Acceptable:

- Communicating with other about problem set problems
- Helping a classmate identify an error in their thinking
- Researching on the web or other references for technical difficulties but not the solution to problem

Unacceptable:

- Viewing a classmate's solution to a problem before submitting your own
- Searching for or soliciting solutions to problem sets online or elsewhere

Problem Set:

Read BVD pg. 20 – 37;

BVD pg. 38 – 43: #6, 7, 11, 17, 20, 22, 25, 28, 33, 34, 38