



STAT 212

Fall 2023

Credits: 3	Sections: L1 & L2	Classroom: Wohler's 141
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Welcome! You might be excited about statistics, or you might be feeling anxious. Regardless of your expectations coming in, I hope this course is a positive part of your college experience!

While I likely won't get to work with all of you individually, I also have a team of course assistants (CAs) who are the best in the business. I couldn't make this course run without these fabulous people, and I hope you find them an encouraging and helpful group. I would encourage you to get to know at least one of us on course staff by name and know that we are happy to help you!

1. Course Topics (Optional reading)

The course covers Descriptive Statistics, Experimental and Observational Design, Sampling, Probability Distributions, Confidence Intervals, One and Two-Sample Hypothesis Tests for means and proportions, Test Effectiveness measures, Relative Risk & Odds Ratios, Hazard Ratios and Survival Curves, Simple and Multiple Linear Regression, and Reading Biostatistical Research. This course will also introduce the R programming language with RStudio to allow MCB students to meet department requirements for statistical computing.

Prerequisites: A basic understanding of algebra assumed. No prior programming experience necessary.

Special Note: Credit is not given for both STAT 212 and STAT 200

2. Learning Outcomes—how this course could be helpful in your future! (Optional reading)

After completing this course, students should be able to...

- Think about how a question could be addressed using a statistical investigation—identifying the unit of observation, the variables involved, and what kind of statistics and visualization might be appropriate.
- Recognize that sample statistics vary, and we can quantify the standard (expected) error of a sample statistic as an estimate for a population parameter.
- Understand and apply hypothesis testing across several contexts, including knowing which test is appropriate in which context and how we interpret and make conclusions from p-values.
- Recognize confidence intervals as a range estimate for the value of a parameter.
- Assess the design and validity of a statistical claim, including when causality is appropriate (internal validity) and to what extent the claim is generalizable (external validity).
- Apply the notion of conditional probability to make sense of test effectiveness measures like sensitivity, specificity, positive predictive value, and negative predictive value.

- Understand the notion of statistical modeling and what it means to control for confounders in a model--especially in the context of observational studies.
- Use a multi-faceted approach to making conclusions from data, including p-values, confidence intervals, models, visuals, and contextual considerations
- Use RStudio as a tool for data visualization, basic data wrangling, statistical testing, and statistical modeling in simple contexts.

3. Course Materials (Optional reading)

- **Course Notes:** Everyone should either use the (free) digital chapter pdfs posted on Canvas or buy a hard copy from the bookstore of the complete course notes. This is the “textbook” for the course.
- **Basic calculator:** Students should have a calculator to complete basic functions (arithmetic, square roots, and exponents). Note that for exams in the CBTF, you will have access to a TI-30XIIS calculator.
- **R and RStudio:** This is a statistical programming software that we’ll use for many of our Lab assignments. Most devices will let you install it on your computer for free (instructions for downloading provided later!), but if you don’t have a compatible device, you can use RStudio Cloud online for 25 hrs/month free.

4. How to Succeed in STAT 212 (Please Read)

The time you will need to succeed in this course will vary from person to person! Find a study routine that works for you, but here is a suggested guide.

Preparing for Exams

- **Attend/Watch class regularly.** Class content will be focused on constructing the statistical concepts we’re learning in the course. Take notes, participate in the activities, and focus on understanding the big picture of the methods we’re learning about.
- **Read through the notes on your own** as a form of self study after class. It will greatly solidify your understanding and also help you recognize where you might have questions. *You may even try writing down some personal notes or questions you have in the margins or on another page!*
- **Try the Homeworks as we proceed.** The homeworks are unlimited attempt canvas quizzes that let you engage with the class concepts using more close-ended questions. These are auto-graded with correct/incorrect feedback. Work on them solo or with a friend! Odd solutions are posted on canvas as well if you need a little help. Try working on these as we proceed through the material in class!
- **Try the additional practice** at the end of each chapter. For most of these, I have created a video that you can reference if you’re stuck.
- **Try the practice exam** as if you were taking a real exam. Use the reference sheet on the assessment overview page, and try not to reference your other notes. This will help you gauge where you are and if you might need to stop by office hours before your actual exam!
- **Skim through the notes and the previous homeworks again** as well! If you were diligent to work on these as we worked through the content, then you can give your brain a chance to solidify some connections by reviewing things again during exam week!

Succeeding on Labs

- For most Lab assignments, there is often **Pre-lab Work** (videos or coding tutorials) to cover new software features. **Schedule about 30 min - 1 hour** to complete these *before* starting the Lab.

- **Start early and/or take Advantage of Lab Days.** Come work on your Lab assignment, ask questions to me and the CAs, and get a lot of it done. If you are anxious about coding, I would encourage you to come work with us so we can help you on the spot if you get stuck! *Note: you will get the most benefit from lab day if you have completed the pre-lab work and maybe started the first question or two.*

And in general...

- **Office Hours (and the Tutoring Center)** are great ways to get substantial help. We can work with you one-on-one or in small groups to help you better understand things that are confusing.
- **Campuswire** is a good source for help if you can type up your question/confusion. This works well if you're stuck and just need a nudge in the right direction.
- Make the most of these times: As you work through questions in the notes, homework, or on a lab, **write down** the ones you aren't sure about. Taking this step of organizing questions as you go will make things easier when you're ready to come to office hours or the tutoring center—or just when you study later!
- Ask a **targeted** question when possible. Questions like **"How do you do #4?"** or **"Can you check my work and tell me if this looks ok?"** are **not** questions we can answer. Tell us how you were thinking about it, or tell us what part/term is confusing you. The more detailed you can get, the more we can help you out!

5. Grading and Assessment Policies (Please Read)

Your course grade is taken out of 1,000 points (earning 1,000 points equates with getting a 100% for the course). Your score is associated with your grade as shown below. **Grades won't be curved at the end of the semester.**

If you see a possible grading mistake on any of your assignments, it is your responsibility to inform Kelly **within 1 week of the score being posted** of any potential grading errors. **At the end of the semester, you may not request a re-grade on assignments from the middle of the semester.**

Grading Scale

A+ = 970+ or 97+%	B+ = 870-899 or 87-89.9%	C+ = 770-799 or 77-79.9%	D+ = 670-699 or 67-69.9%
A = 930-969 or 93-96.9%	B = 830-869 or 83-86.9%	C = 730-769 or 73-76.9%	D = 630-669 or 63-66.9%
A- = 900-929 or 90-92.9%	B- = 800-829 or 80-82.9%	C- = 700-729 or 70-72.9%	D- = 600-629 or 60-62.9%
F = <600 or <60%			

6. Assessments (Skim)

Labs (280 pts): There will be 9 Lab assignments (each worth 35 points) during the semester that provide you with more practical experience applying the content we are learning. These assignments have more open-ended questions. Lab assignments typically involve coding in RStudio, basic use of Excel, or reading a research paper that uses statistical methods we have recently learned.

- **1 Lab score will be dropped** (may include missed lab). Only 8 will count (280 point max).
- Each Lab has a full class day dedicated for you to work and ask questions. You should **plan to come!** Many questions are easier to answer if you have an opportunity to talk through them.
- Labs may be completed individually, or in groups of 2 or 3.
- Labs may be turned in late, with a penalty of 2pts off per 24 hour period (e.g., 1 minute late is -2pts; 24 hours and 1 min late is -4pts, etc.).

- Submissions more than 7 days late will **not** be accepted. *Exception only in the case that you have a letter from the college or other official source (e.g., The [Student Assistance Center](#) or DRES) requesting flexibility due to excusable circumstances.*

Homework (120 pts): There will be 15 weekly Homework questionnaires available on Canvas to cover material from the previous chapter. Homework questionnaires have unlimited attempts, with the grade reflecting the **highest** score. Each are worth 10 points.

- **3 homework scores will be dropped** (can include missed homeworks). 12 will count (120 point max)
- Plan to finish them early. Homeworks may **not** be completed late for credit. *Exception only in the case that you have a letter from the college or other official source (e.g., The [Student Assistance Center](#) or DRES) requesting flexibility due to excusable circumstances.*

Midterm Exams (450 pts): There will be 3 midterm exams during Weeks 5, 9, and 12. All 3 of these exams are worth 150 points each. Exams are similar to homework questions and questions throughout the notes, and there is a practice exam on prairie learn for you to try as well. There will be a reference sheet provided on the exam with any relevant formulas.

- If you **miss** a midterm for a **non-excused** reason (by choice, forgot to sign up for an exam slot and no slots were left, missed a reservation due to confusion over time/date, non-school-sponsored travel, non-documentable illness, etc.), then that will count as a 0 in the gradebook. *See Final Exam replacement policy below.*
- If you **miss** a midterm for an **excusable** reason (DRES-related reasons, sports/school functions, documented illness, funeral, or some documentable circumstance), you might be eligible for a make-up.
 - A make up exam depends on 1) Letting me know early enough (no later than 24 hours after the exam window ends), and 2) Satisfactory homework progress for that unit (at least 80% average on that unit's homework *excluding* the last one).
 - If it's too late for a make-up exam, but the reason and late timing of notification is valid, we can discuss pro-rating your Final Exam for this midterm (double Final Exam replacement).

Final Exam (150 pts): The Final Exam will take place during Finals week and is “semi-cumulative” (specific topics to focus on will be provided near the end of the semester). There will be a reference sheet provided on the exam with any relevant formulas.

Please also note that the Final Exam window begins on Reading Day and extends through the following Friday. Signing up for a time slot on the **last day** and missing for **any** reason may result in a **0**. Please view the last Friday time slots as **emergency** time slots. If you have an emergency spanning *several* days of this period that prevents you from taking the Final Exam, please let me know as soon as possible to see if we can work out a solution.

- Midterm replacement policy:
 - If your Final Exam score is higher than your lowest midterm score (including a missed midterm), then your Final Exam score will *replace* that score.
 - Exam 1: 120/150
 - Exam 2: **115**/150
 - Exam 3: 135/150
 - Final Exam: **125**/150

- Final Exam replaces Exam 2, and your scores essentially count as 120, **125**, 135, 125.
- If your Final Exam score is lower than all 3 midterms, then it just counts out of 150 points, and each of your Midterms count out of 150 points.
 - Exam 1: 120/150
 - Exam 2: 115/150
 - Exam 3: 135/150
 - Final Exam: 110/150
 - No replacement made. Your scores count as 120, 115, 135, 110.
- Does that mean if I'm happy with my 3 midterm scores, I don't need to take the Final? **No**. The Final Exam still counts out of 150 points all on its own. If you miss it, that's 0/150.
 - Exam 1: 120/150
 - Exam 2: 115/150
 - Exam 3: 135/150
 - Final Exam: 0/150
 - No replacement. Your scores are 120, 115, 135, 0. Not a good idea!

Extra Credit (max of 20): Students can earn some extra points by completing opportunities posted on Canvas. Each opportunity is worth 4 points.

- There will be at least 30 points of opportunity, but your **extra credit maxes at 20 points**. Since you only count 20 out of 30 extra credit points max, there will be no excusals/make-up points offered.
- Note that there will be bonus points associated with particular labs (e.g., early-turn in) or exams (more than 150 points possible). These count *additional* and are just added into that lab or exam score.

7. Academic Integrity (Please Read)

The official University of Illinois policy related to academic integrity can be found in Article 1, Part 4 of the Student Code. Section 1-402 in particular outlines behavior which is considered an infraction of academic integrity: <https://studentcode.illinois.edu/article1/part4/1-402/>. Below are specific policies I have for this class:

- Students **shouldn't send out answers to homework questions**
 - **Ideal:** Helping someone individually or in a small group to understand a question without feeding them the answer directly.
 - **Slightly problematic:** Giving someone multiple homework answers to someone directly
 - **Very problematic:** Intentionally posting multiple answers to a public forum or large group (FAIR violation territory).
- If working on a lab as a group, **all group members must be involved in all parts of the assignment.**
 - **Ideal:** Everyone should work through all questions on a report (perhaps together, perhaps separately) and use their teammates to help, offer feedback, and improve the final product. Perhaps different members take the lead for different questions, but everyone should cognitively engage with each question.
 - **Slightly problematic:** Everyone contributes disjoint parts and offers little or no feedback to one another. This is not a great longterm strategy because as the labs build on material, you may be skipping some important coding principles--making later a labs a much bigger struggle.
 - **Very problematic:** Putting someone's name on a report who contributed little to nothing. If someone pushes you to do that, tell them no. Everyone can take a lab drop, so a one-time

situation will not hurt their grade. Trust me on this—if you let it happen once, they will absolutely ask you to do it again.

- If working on a lab, **do not plagiarize or facilitate plagiarism with others whom you are not in a group with.**
 - **Ideal:** Feel free to help others troubleshoot their code or show where in the tutorials that is covered. Discussing ideas to an open-response question.
 - **Very problematic:** Sending someone completed/working code, your full written responses, or your lab file. Posting completed/working code to a public forum (e.g., groupme). Helping others should be centered on their code or their written response, or pointing them to the tutorials. I will issue a violation in clear cases of plagiarism for *both* parties.
- **Students should not share specific exam questions with others until exams are released**
 - Since exam questions/orderings/numbers are randomized, this is difficult to do with any specificity. But I recommend just not doing this period until grades are released.

8. Computer-Based Testing Facility (Please Read)

- This course uses the Grainger College of Engineering's [Computer-Based Testing Facility](#) for its exams.
- Review all instructions on the CBTF website before your first exam: <https://cbtf.illinois.edu/students>. I'll highlight a few important things below:
 - If you have accommodations identified by the [Division of Rehabilitation-Education Services \(DRES\)](#) for exams, please submit your **Letter of Accommodations (LOA)** [here](#) before you make your first exam reservation. This must be done each semester you use the CBTF.
 - **When you make a reservation for your exam time...**please carefully note the time, day, and location of your scheduled exam. Note that times are in military time. (10:00 = 10:00am. 14:00 = 2:00pm. 21:00 = 9:00pm).
 - **If you know that you won't be able to show up for your reservation...**please cancel that reservation before the time comes (at least 1 hour before if at all possible). Then reschedule for another available time during the time window.
 - **If you miss a reservation (or don't cancel soon enough)...**you will need to go to the CBTF--**in person**--to have a front desk assistant cancel it for you. You will not be able to make a new reservation until this happens. Kelly cannot help you cancel your reservation.
 - **Bring your physical i-card with you to your exam.** If you do not have a physical i-card, and therefore no ID photo with the i-card office, submit a photo to the CBTF as soon as possible to avoid problems when checking in for exams. Email photos to cbtf@illinois.edu.
 - **If you have any issue during an exam...**inform the proctor immediately. Work with the proctor to resolve the issue at the time before logging off. If you do not inform a proctor of a problem during the test then you forfeit all rights to redress.

9. Students in Need of Assistance (Optional Reading)

- **I have a disability that may affect my work in this course.** If you have already obtained a DRES letter of accommodation, be sure to email it to me! If you do not currently have one, but think you might qualify, please contact [Disability Resources and Educational Services \(DRES\)](#) at (217) 333-4603 or at disability@illinois.edu. If you are concerned you have a disability-related condition that is impacting your academic progress, visit the [DRES website](#) and select "Sign-Up for an Academic Screening" at the bottom of the page. Accommodations are not retroactive to the beginning of the semester but begin the day you contact your professor with a current DRES letter of accommodation.

- **I am facing a serious, urgent issue and I need some help.** Perhaps it is food or housing insecurity, a traumatic experience, a family emergency, or loss of a loved one. Let me be clear—your health and wellbeing are more important than a few assignments! The [Student Assistance Center](#) is a good place to start if you're looking for resources during normal business hours. The [Emergency Dean](#) is where you should turn outside of business hours. You are also welcome to contact me to let me know what's going on and that your schooling might be affected. I typically offer extensions/accommodations in these cases, but I often ask that you reach out to one of these sources in addition to letting me know.
- **I'm facing some ongoing difficulties and I'm falling behind.** These might include things like prolonged sickness, mental health struggles, dealing with grief over a death or damaged relationship, or just any time you feel overwhelmed. I'm happy to listen if you simply need to be heard! Depending on the situation, I can talk to you about the [Counseling Center](#) and whether that might be an option for you. In addition to the "Drop 1 Lab" and "Drop 3 Homeworks" policy that applies automatically, I *may* be able to offer a *one-time* assignment or exam extension as well.
- **I think that I, or someone I know, might have experienced sexual assault or abuse.** If you or someone you know *may* have experienced sexual assault or relationship abuse, help is available. You can find a number of resources through the wecare.illinois.edu website. If this issue is affecting your schoolwork, you may wish to reach out to me as well to see if an extension/accommodation is possible. As with any personal issue though, you may let me know as much or little as needed.
- **Can I ask for an extension for any general reason?** Sometimes you just get behind or have "that week" where a hundred things are due. You won't be at your best every week, and that's totally ok! But this is where your 3 homework drops, 1 lab drop, and midterm replacement option can come in. I'm rooting for you, as always! But this is where planning ahead is important. Start assignments early and make some strategic decisions for what you can complete.

10. Inclusivity Statement (Optional Reading)

The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Here are two considerations for all of us, including me:

- In public forums for this course, please refrain from using language that is offensive or intentionally hurtful to one's identity or sincerely held beliefs. Examples include language that is racist, sexist, homophobic, transphobic, language that mocks or degrades differently abled people, language that mocks or degrades people with different religious beliefs, or any other unnecessary degrading comments.
- I would also encourage all students to extend patience with one another and to communicate constructively if another student's language is hurtful. If the language that I use, my course staff use, or any other student uses is hurtful or inappropriate, I would be happy to listen and understand so that we can address this instance if needed. You may also wish to reach out to a neutral party, such as a campus counselor at wecare.illinois.edu

We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. It is my hope that we can all be committed to help establish and maintain an environment where everyone can contribute without fear of ridicule.