COURSE DESCRIPTION
This course is an introduction to applied statistics. It is designed to help you develop foundational skills and confidence in quantitative methods for industry or academic jobs. You will learn to use quantitative information to identify, evaluate, and solve problems in logical, empirically-grounded, and accessible ways. These foundational skills will improve your confidence and ability to understand and evaluate quantitative information and research; develop and design basic quantitative research studies; and prepare for future coursework or on-the-job learning.
**NOTE: Key changes to syllabus noted in blue underline.**

COURSE OBJECTIVES
During this course you will be able to:

1. Identify and explain the basic terminology, core concepts, and basic principles of quantitative reasoning (Bayesian & Frequentist)
2. Build a basic statistical toolbox, which includes:
   a. Statistical Tools & Techniques (i.e., identifying & explaining utility & limitations)
   b. Data (i.e., understanding availability, utility, & limitations of data types & sources)
   c. Software (i.e., demonstrating ability to learn new software)
   d. Ethics (i.e., identifying & explaining ethical implications of research decisions and offer recommended course of action)
3. Understand basic steps of effective and ethical quantitative research design to propose a research study
4. Summarize and explain trends in research methods in industry research or academic research area of interest.

COURSE STRUCTURE
This course is delivered in an asynchronous, online format. Students will complete one module per week which includes a weekly lab and low-stakes assessment. Assignments will be due each Wednesday—except during the first and last weeks of the semester. Students may schedule meetings with the instructor as needed.

INSTRUCTOR
Brenda L. Berkelaar PhD
she/her/hers
Slack: AppliedStats-Sp2021.slack.com
Email: b.berkelaar@austin.utexas.edu
Office Hours: www.calendly.com/MeetDrB NOTE: I dedicate at least 6 hours each week for office hours, arranged by appointment on Tuesday - Thursday afternoons. I check Slack before email. I usually respond within 1 - 2 business days.
COURSE REQUIREMENTS AND ASSIGNMENTS

Whether you are comfortable or familiar with statistics or not, this course is set up to help you succeed. Specifically, the course is designed to give you the foundational skills in quantitative reasoning and research practice needed for industry or academic settings. It’s a big area—where going to give you the big picture view with foundational skills so you can continue to grow.

Detailed instructions & rubrics will be available on Canvas.

- **Weekly Lab Assignments** | 40 % | Objectives: 1, 2, 3, 4
  Students will receive weekly lab assignments focused on building your statistical toolbox in terms of statistical tools and techniques, data, software, and ethics. Detailed assignments with instructions will be provided in each Canvas module.

- **Low-Stakes Formative Assessments** | 20 % | Objectives: 1, 2, 3
  Students will complete weekly low-stakes formative assessments that include a reflection (e.g., minute-papers), demonstration component (e.g., online quizzes), or both. Reflection assignments will be graded as complete/incomplete. Quizzes will be online. To encourage retention, quizzes may incorporate questions from current or previous modules. Students will have unlimited chances to take a quiz before the deadline. Each module includes at least one formative assessment.

- **Get Help. Give Help (AKA Online Discussion)** | 20% | Objectives 1, 2
  Research involves being part of a community. It involves asking for advice and help and giving advice and help. To learn how to be part of a research community students will participate regularly in an online discussion. We will be using Slack. Both asking questions and answering questions also are two evidenced-based strategies for encouraging effective, deep, and transferable learning.

  Expect to post briefly at least 2 - 3 times throughout the week. We will be using Slack, one of the dominant tools for workplace chats. Your “Get Help. Give Help” grade is based on: (a) Consistent and beneficial contributions to online discussion (pass/fail); (b) Two self-reflections on your online communication (letter grade). Postings might include questions, responses, reflections, and applications of course materials; relevant outside material; or feedback.

- **Final Project** | 20 % | Objectives 1, 2, 3, & 4
  Students will work individually or in small groups (2 - 3 people) to complete a project (5 - 15 pp) with regular milestones incorporated into Canvas modules. Length will depend on audience, context, & genre. Students will choose between:
  - Crafting a white paper or literature review describing & evaluating research methods on topic of choice to provide foundation for developing and demonstrating relevant industry or academic expertise;
  - Crafting a research proposal with literature review about a question of interest. This proposal will demonstrate the ability to identify an essential question, design a study, and identify opportunities and constraints; or
  - Crafting a white paper to explain and identify 3 - 5 techniques from *R for Data Science* with external research support demonstrating relevance to topics, problems, projects, and/or positions of interest given career goals

**SIDEBAR**

Online discussions in courses have an (often understandably) bad reputation. They don’t have to be this way.

Re-imagine online discussion as a place to get help and give help. Practice getting advice, giving advice, and working through dilemmas.

Think of online discussion as a conversation (back-and-forth “intellectual texting” or chatting). Consider your audience and how to connect with them in digital spaces. I chose Slack because it lets you practice communicating with real-world audiences using one of the dominant workplace tools.

Not sure what to do? Ask. I’m happy to help. Plus, if you ask on Slack it also helps your grade and other...
COURSE MATERIALS

REQUIRED
No additional charges required for any course materials

- Stable computer, internet connection, and up-to-date browser with backup plan if possible.
- UT VPN at http://vpn.utexas.edu. Follow instructions at: https://wikis.utexas.edu/display/engritpublic/Connecting+to+the+University+of+Texas+VPN to setup two-factor authentication with Duo and Install the Cisco Secure Mobility Client. Contact the UT or the I-School helpdesks to setup VPN if you are having issues.
- RStudio Server Pro at https://rstudio.ischool.utexas.edu/. Although RStudio can be installed locally, the use of RStudio Server Pro provides a consistent programming environment that streamlines teaching and learning. Access will be available on first day of class. You will need to be on the UT VPN to access RStudio Server Pro. You are free to play with a local installation; however, I will not be able to support local installations.
- Canvas at http://canvas.utexas.edu | Readings and resources are available on Canvas at no additional cost. Introductory Statistics and R for Data Science are freely available.
- Slack at Appliedstats-Sp2021.slack.com | No additional cost to use application on web, phone, or computer. You will receive an invitation using the email address on record with UT by the first day of class.

If you have any difficulties getting any of these materials for any reason, let me know. I’m happy to help. We’ll find a solution together. Also, if you want recommended resources, I likely have some. Just ask.

GRADING POLICIES

GRADE APPEALS
If you want to appeal a grade, please know within one (1) week so we can get it sorted out. I encourage waiting 48 hours before submitting a grade appeal because this tends to improve people’s decision making and communication especially if emotions are running high. (Plus, it’s more pleasant for all involved). Please submit your appeal in writing with any relevant information. You are responsible for keeping grading comments, submission receipts, and assignments through the end of the semester. If I made a mistake, I’ll fix it.

LATE WORK
Meeting deadlines is an essential part of research. Generally, I don’t accept late assignments because it usually just prolongs stress and work for everyone. Instead, I provide students with 2 “golden tickets” for this course which provide 24 hours, no penalty, no questions-asked extension. More information will be provided.

IF YOU ARE STILL HAVING DIFFICULTY MEETING ONE OR MORE DEADLINES, LET ME KNOW AS SOON AS POSSIBLE, IN ADVANCE OF THE DEADLINE UNLESS YOU HAVE NO MEANS OF CONTACTING ME. THE EARLIER YOU LET ME KNOW THE MORE OPTIONS WE HAVE. TO REITERATE, IF YOU CAN’T LET ME KNOW (NO POWER, INTERNET, WATER, ETC.), WE’LL FIGURE IT OUT ONCE WE GET Basics SERVICES & NEEDS IN PLACE. PLUS, BEING UPFRONT AND TALKING THROUGH POSSIBLE OPTIONS IS GOOD PRACTICE FOR THE REST OF LIFE AS WELL—BECAUSE AS RECENT MONTHS CONTINUE TO MAKE VISIBLE–THINGS HAPPEN. INCOMPLETES
Incompletes are available for cases of last minute medical or similar emergency. Documentation may be required. If you’re not sure what to do, please ask. I’m here to help.
<table>
<thead>
<tr>
<th>Module</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues, Jan 19</td>
<td>Weds, Jan 27</td>
<td>Course Orientation and Setup</td>
<td>□ Syllabus □ Cassie Kozyrkov (2018). Statistics for people in a hurry. (print or audio) □ R for Data Science, Ch 1 - 3.5ish (Ignore information on R and RStudio installation we will be using RStudio Server; Ch. 2 is 1 page) □ Martin Schwarz (2008) “The importance of stupidity in scientific research”</td>
<td>□ Complete Module 1 which includes: o Setup VPN o Access RStudio Server o R-Orientation Lab 1 □ Chat on Slack to “Get Help. Give Help”</td>
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<td>3</td>
<td>Thurs, Feb 4</td>
<td>Weds, Feb 10</td>
<td>What are the fundamentals of probability for applied statistics? (e.g., Types of variables, distributions, calculations, simulations)</td>
<td>□ R for Data Science, Ch 6 - 7 □ Introductory Statistics, Ch 4 &amp; Ch 5 Discrete Random Variables; Ch 4: Continuous Random Variables □ Gary Hasselbach &amp; Pernille Tranberg (2016). Data ethics: The new competitive advantage - excerpt</td>
<td>□ Complete Module 3 which includes Lab 3 □ Chat on Slack to “Get Help. Give Help”</td>
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<td>4</td>
<td>Thurs, Feb 11</td>
<td>Weds, Mar 3</td>
<td>How can we talk about our data? (e.g., distributions, visualizations, and data storytelling)</td>
<td>□ R for Data Science, Ch. 7 - 7.4 □ Sorin Matei (2020). Data Storytelling.</td>
<td>□ Complete Module 4 which includes Lab 4 □ Chat on Slack to “Get Help. Give Help”</td>
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<td>5</td>
<td>Thurs, Mar 4</td>
<td>Weds, Mar 10</td>
<td>How can we describe our data? (e.g., central tendency, mean, median, mode, variance, standard deviation) How does that fit with data wrangling?</td>
<td>□ Introductory Statistics, Ch. 2 □ Videos/slides showing how to do relevant techniques using R (Replaces R for Data Science)</td>
<td>□ Complete Module 5 which includes Lab 5 □ Chat on Slack to “Get Help. Give Help.” □ Propose research topic &amp; problem for the final project</td>
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<td>6</td>
<td>Thurs, Mar 11</td>
<td>Weds, Mar 24</td>
<td>How do we describe our data? (e.g., correlation for description, different types of reliability, validity)</td>
<td>☐ Videos/slides showing how to understand, use, &amp; interpret relevant techniques using R (<strong>Replaces R for Data Science for subsequent weeks. See final project option if you want to continue)</strong></td>
<td>☐ Complete Module 6 which includes Lab 6  ☐ Chat on Slack to “Get Help. Give Help”  ☐ Submit Reflection 1 for Get Help, Give Help</td>
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<td>SPRING BREAK</td>
<td>March 15 – 20</td>
<td>NOTE: Consistent with the original syllabus modules and course materials following Spring Break would be informed by earlier evaluations &amp; feedback as well as student interests and most common tests used in industry.</td>
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<td>7</td>
<td>Thurs, Mar 25</td>
<td>Wed, Mar 31</td>
<td>What is the difference between Bayesian &amp; Frequentist, and do we have to pick a side? (Concepts include null hypothesis testing, p-values, prior &amp; posterior probabilities; fixed vs. random parameters, A/B test as industry example; what makes a good sample?)</td>
<td>☐ Introductory Statistics, Ch. 9  ☐ Deepak Dilipkumar (2021) Frequentist &amp; Bayesian Inference (Replaces Ch 2-3 Bayesian Stats text)  ☐ Videos/slides showing how to understand, use, &amp; interpret relevant techniques using R</td>
<td>☐ Complete Module 7 which includes Lab 7  ☐ Chat on Slack to “Get Help. Give Help”</td>
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<td>8</td>
<td>Thurs, Apr 1</td>
<td>Wed, Apr 7</td>
<td>Continued from Module 7 (Concepts include p-values; significance testing, type 1 &amp; type 2 error, confidence intervals)</td>
<td>☐ Introductory Statistics, Ch 8: Confidence Intervals  ☐ Christie Aschwanden (2019). We’re all ‘P-hacking” now. Wired  ☐ Bill Schmarzo (2013). Understanding Type 1 &amp; Type II Errors. Dell Analytics  ☐ Videos/slides showing how to understand, use, &amp; interpret relevant techniques using R</td>
<td>☐ Complete Module 8 which includes Lab 8  ☐ Chat on Slack to “Get Help. Give Help”</td>
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<td>9</td>
<td>Thurs, Apr 8</td>
<td>Weds, Apr 14</td>
<td>How do we choose the right tool for the job? How do we learn that tool? (Concepts &amp; techniques for t-test, brief overview of ANOVA)</td>
<td>☐ Vipin Ajayakumar (2019). An Interactive explanation of the t-test, ObservableHQ  ☐ Videos/slides showing how to understand, use, &amp; interpret relevant techniques using R</td>
<td>☐ Complete Module 9 which includes Lab 9  ☐ Chat on Slack to “Get Help. Give Help”  ☐ Submit draft of final project</td>
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<td>10</td>
<td>Thurs, Apr 15</td>
<td>Weds, Apr 21</td>
<td>How do we choose the right tool for the job? How do we learn that tool? (Concepts &amp; techniques for correlation for inference; linear regression)</td>
<td>☐ Introductory Statistics: Ch 12: Linear Regression &amp; Correlation  ☐ Videos/slides showing how to understand, use, &amp; interpret relevant techniques using R</td>
<td>☐ Complete Module 10 which includes Lab 10  ☐ Chat on Slack to “Get Help. Give Help”</td>
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| 11     | Thurs, Apr 22 | Weds, Apr 28 | How do we choose the right tools for the job? How do we learn to use the tool? Concepts and techniques for non-parametric tests: e.g., Chi-Square) | - *Introductory Statistics*: Ch 11. The Chi-Square Distribution  
- Videos/slides showing how to understand use & interpret relevant techniques using R | - Complete Module 11 which includes Lab 11  
- Chat on Slack to “Get Help. Give Help”  
- Submit full draft of project. Schedule final meeting with Dr. B |
| 12     | Thurs, Apr 29 | Weds, May 5 | What’s next? How can you link these foundations to future work & learning? | | - Complete Module 12 which includes Lab 12  
- Chat on Slack to “Get Help. Give Help”  
- Final project meeting |
| 15     | TBD         |           | FINAL EXAM WEEK                                                       | | - Submit Final Project  

**NOTE:** Module 13 & 14 were removed to account for storm. Additional (optional) material that would have been covered will be offered for interested students.
LAND ACKNOWLEDGMENT

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.”

To learn more, see:

- Land Acknowledgements from the Committee on Land Acknowledgement, Program in Native American and Indigenous Studies (NAIS), The University of Texas at Austin
- Beyond Territorial Acknowledgements at Āpihtawikosisân.com; and the
- The Indigenous Cultures Institute

POLICIES & SERVICES

ACCOMMODATIONS FOR DOCUMENTED DISABILITIES
Please let us know if you need accommodations and provide a copy of the letter issued by Services for Students with Disabilities. The University of Texas at Austin provides appropriate academic accommodations, upon request, for qualified students with disabilities. Students who require special accommodations are encouraged to report to the Division of Diversity & Community Engagement, Services for Students with Disabilities, (512) 471-6259 http://www.utexas.edu/diversity/ddce/sss/

HONOR CODE AND ACADEMIC HONESTY
Students are responsible for conducting themselves with honor and integrity. I expect you to follow the University Honor Code: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community” (Catalog, 2013-2014). You are expected to be familiar with the University’s Policy on Academic Honesty, found in the catalog. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including possibility of failure in the course and/or dismissal from the University. For more information visit the Student Judicial Services site: http://deanofstudents.utexas.edu/sjs

DROP POLICY
There are limits on when and how often you can drop a course. See University Policies (http://registrar.utexas.edu/docs/catalogs/gi/ut.cat.gi0809.pdf) and contact your advisor to determine options.

UT EMAIL ADDRESS & CANVAS
To avoid missing crucial course or university information, we expect you to check email and Canvas regularly. (We recommend once a business day. University policy requires that you keep your official email address up to date. We use Canvas for communication, submitting assignments, and accessing course materials. All course announcements will be made on Canvas.

RELIGIOUS HOLIDAYS
If you will be absent to observe a religious holiday, UT requires you notify your instructor at least 14 days prior to dates you will be absent. If you meet this requirement, I will allow one week to complete the missed work.
BEHAVIORAL CONCERNS & COVID-19 ADVICE LINE (BCAL)
If you have concerns about odd or unusual behavior by someone or have questions about COVID-19 and need support and resources, call the BCCAL at: 512-232-5050 or use the online forms.

TITLE IX REPORTING REQUIREMENTS
“Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.”

SHARING OF COURSE MATERIALS IS PROHIBITED
“No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

[If you would like to share something from the class with someone else, please ask. We can often find a solution.]

CRAFTING ASSIGNMENTS
In the spirit of job crafting, if you have a different idea for an assignment or want to redesign an assignment in a way that would fulfill the course objectives, let me know. Why? It can encourage engagement, resilience, and thriving. We just need to ensure it is equivalent work towards the same objectives.

WRITING COACHING AND TRAINING
We encourage you to schedule appointments for coaching and feedback from the University Writing Center (http://uwc.utexas.edu/) to build on strengths and address opportunities for improvement. Their services are included as part of your tuition and fees.

NOTE: For complete set of university policies please see: https://policies.utexas.edu/, in particular the Institutional Rules on Student Services and Activities, the University Code of Conduct and the University’s Student Honor Code.