1. Teaching Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Section</th>
<th>Time</th>
<th>Classroom</th>
<th>Office*</th>
<th>Phone</th>
<th>E-mail*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Wardrop</td>
<td>Lecture 1</td>
<td>12:15–2:45</td>
<td>215 Van Hise</td>
<td>1155</td>
<td>263-3304</td>
<td>wardrop</td>
</tr>
<tr>
<td>Pei Fen Kuan</td>
<td>Disc. 311</td>
<td>3:00–3:50</td>
<td>119 Van Hise</td>
<td>1231*</td>
<td>265-9876</td>
<td>kuanp</td>
</tr>
<tr>
<td>Jun Zhang</td>
<td>Disc. 312</td>
<td>3:00–3:50</td>
<td>205 Van Hise</td>
<td>1270</td>
<td>262-3230</td>
<td>jzhang</td>
</tr>
</tbody>
</table>

*Offices are in MSC (1300 University Avenue); email suffix is @stat.wisc.edu; Pei Fen’s office hours will be in 1276 MSC

Office hours: TAs: 11:15–12:05 M-F; Professor Wardrop by appointment.

2. Materials. The text *Statistics: Learning in the Presence of Variation* is required. The textbook contains brief solutions to its odd-numbered exercises. The text is available at the University Book Store, 711 State Street.

You need a calculator with a square root button.

3. Webpage. My web address is:

http://www.stat.wisc.edu/~wardrop/

You will need to print three documents from this page. Under “Courses:” click on “Statistics 301, Lecture 1, Summer 2005” and print the documents listed below. (If you have difficulty printing these materials, see “Having trouble displaying or printing my pdf files?” at my website; if this does not help, arrange to photocopy a classmate’s documents or see me.)

- Course Notes
- Extra Homework
- Practice Exam Questions and Solutions

There is a red-cover *Revised Student Study Guide (RSSG)*. (There is also a very old yellow-cover *Student Study Guide* which is useless for this course.) The *RSSG* contains study suggestions for each chapter, detailed solutions to the odd-numbered exercises in the text (the textbook contains brief solutions to the odd-numbered exercises), approximately 200 sample exam questions with solutions, and additional mathematical derivations.

In my opinion, the *RSSG* is not as useful as the *Practice Exam Questions and Solutions*. The *RSSG* is out-of-print, but there might be a few copies in town. Alternatively, you may print it from my webpage, under the heading with its name.

5. **Daily Routine.** For lecture bring:

- The text, and
- Course Notes (needed for several chapters).

Bring your calculator, text, Extra Homework and Course Notes to discussion. Homework exercises will be assigned for the sections of the text that are covered in lecture and will be due at the beginning of the next day’s lecture. The primary purpose of the discussion is to provide you with help in completing the homework.

6. **Course Grade.** You can earn a maximum of 200 points in this course.

- **Homework:** 24 points. Homework will be graded on a ‘+’ or ‘−’ system. If an assignment is submitted on time and it appears that you tried to complete it, then you will receive a ‘+’; otherwise, you will receive a ‘−’. Your homework grade starts at 24 and you will lose two points for each ‘−’ you receive.
- **Projects:** 36 points. Thirty-six points are possible for two projects; 18 for one. See the Projects handout for details.
- **Exams:** 140 points. There will be an in-class midterm exam, and an in-class final exam. Your calculator, text, RSSG, Course Notes, Extra Homework, and your own lecture and discussion notes may be used during the exams.

I will compute four scores for you:

\[
S_1 = HW + P_1 + P_2 + E_1 + E_2
\]
\[
S_2 = 200(P_1 + P_2 + E_1 + E_2)/176
\]
\[
S_3 = 200(HW + P_1 + E_1 + E_2)/182
\]
\[
S_4 = 200(HW + P_2 + E_1 + E_2)/182
\]

Your course score will be the maximum of \( S_1, S_2, S_3, \) and \( S_4 \).

A student who scores fewer than 56 points total (out of 140) on the exams might receive an F for the course grade. A student who scores at least 56 points total, but fewer than 70 points total on the exams might receive a D for the course grade, but will not receive an F.

Below is the relationship between course score and final grade for my Fall, 2003, class. These boundaries are for illustration only; almost certainly the boundaries for this class will be different.

<table>
<thead>
<tr>
<th>Score</th>
<th>Freq.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>184.0–197.5</td>
<td>32</td>
<td>A</td>
</tr>
<tr>
<td>178.6–183.0</td>
<td>15</td>
<td>AB</td>
</tr>
<tr>
<td>156.0–178.0</td>
<td>42</td>
<td>B</td>
</tr>
<tr>
<td>143.0–152.7</td>
<td>14</td>
<td>BC</td>
</tr>
<tr>
<td>105.5–140.1</td>
<td>16</td>
<td>C</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td></td>
</tr>
</tbody>
</table>

Six persons scored 183.0 and missed an A by 1.0 point. Note that the AB range is very narrow; there was a difference of only 6.0 points between the lowest A and the highest B. By contrast, there was a difference of 35.0 points between the highest B and the lowest BC.