Hello everyone,

The finish line is in sight!! Our Final Exam is scheduled for May 6, 11:00 am to 1:00 pm in our classroom.

On the day of the exam, please make certain to bring a laptop (preferred) or any electronic device to take the exam on. It will be the same format as our other exams.

You will either have 110 minutes to take the exam. If you arrive late, this will cut into your test time. Make sure you arrive that day with plenty of time to park and get to our room.

RStudio and the casa-based calculator will be provided as links on the exam. Tables of Z-Values, T-Values and a Formula Sheet will be available as well as links. If you wish to use a calculator on the exam, you must provide it yourself. Any calculator will be accepted. For your reference, a copy of the formula sheet is available in the casa calendar.

If you miss the exam day for a valid reason, from which you provide documentation that can be verified, a make-up exam can be provided. You will need to contact me concerning this. Only valid reasons, described in the UH Policies on Make-Up Assignments with valid documentation will be honored. (A picture of traffic or a doctor's office is not documentation; anyone can Google "traffic pic.")

Show up early on the day of the exam so you will have time to park and walk to our room. Do not take out any hostilities about your being late on me or classmates or you will be removed from the building, scored with a zero, and possibly removed from the class. (If you are someone who is used to getting your way at a retail store by screaming at the cashier, do not try that in this situation. You won't be as amused with the outcome.)

The exam will consist of 24 multiple choice questions (3-4 points each) for a total of 80 points, and an essay question with a prompt on the second page of this message.   I am giving you the essay now so you are not over-burded on the test day.   You will answer the multiple choice on the electronic device you provide.

The final exam will replace your lowest grade as well as counting as itself, so please be prepared for it. I will do everything I can to post grades as quickly as possible, but there are some things beyond my control that may slow the process. Please be patient with me, as you have done all semester.

Good luck!

--Dr. Matt

20 points on the final exam. Hand in at the day/time of the scheduled final (either hard-copy or email).

There is a saying that goes: "90% of statistics cannot be trusted."

Many (if not all) of you are entering a field of work under constant scrutiny for many people and outside agencies. Statistics are often used (badly) as evidence to support these claims. Throughout this course, we have discussed many ways that statistics may be used to show an incorrect claim. In one to two paragraphs, discuss one of these and explain how it may be used incorrectly and what a better (more accurate) approach would be.

Guidelines:

1. A paragraph is not a sentence.
2. Hypothesis Testing is not a valid argument to use (this would be the next step after you have made the claim you are making in your essay).
3. This is not a research assignment. Do not spend valuable time trying to find a specific citation of when this error was made. You are just trying to find an example of how someone may misuse statistics and how you can counter their "evidence."
4. Submissions should be roughly 1 page in length. Do not submit three-word answers; do not submit three-volume answers.
5. If you are in doubt about a topic being acceptable, just ask.

Example: (If this were a geometry class.)

A detailed example of triangle (which happens to be a right triangle) and showing how the Pythagorean's Theorem works. Then explaining how an acute triangle does not satisfy Pythagorean's Theorem and use this as a justification of acute triangles are not actually triangles. The issue with this argument is that the Pythagorean Theorem only works for right triangles, and as an extension in to all triangles, the triangle inequality would be a better tool to determine if a shape truly is a triangle.

[This example, if it were to be handed in, would actually show the explanations/proof of both good and bad methodology above.]