

Lecture 0 - Introduction

Sta 102 / BME 102

Colin Rundel

January 8, 2014

Course goals & objectives

- 1 Recognize the importance of data collection, identify limitations in data collection methods, and determine how they affect the scope of inference.
- 2 Use statistical software to summarize data numerically and visually, and to perform data analysis.
- 3 Have a conceptual understanding of the unified nature of statistical inference.
- 4 Apply estimation and testing methods to analyze single variables or the relationship between two variables in order to understand natural phenomena and make data-based decisions.
- 5 Model numerical response variables using a single explanatory variable or multiple explanatory variables in order to investigate relationships between variables.
- 6 Interpret results correctly, effectively, and in context without relying on statistical jargon.
- 7 Critique data-based claims and evaluate data-based decisions.
- 8 Complete an independent research project employing what you learn in this class.

General Info

<i>Professor:</i>	Dr. Colin Rundel - colin.rundel@stat.duke.edu Old Chemistry 223C
<i>Teaching Assistants:</i>	Bocheng Jing - bocheng.jing@duke.edu Gaoang Wang - gaoang.wang@duke.edu Siyi Zhang - siyi.zhang@duke.edu Siyun Yang - siyun.yang@duke.edu
<i>Lecture:</i>	Monday and Wednesday, 11:45 am - 1:00 pm Old Chem 116
<i>Labs:</i>	Old Chem 101 01L - Tuesdays 1:25 - 2:40 pm 02L - Tuesdays 3:05 - 4:20 pm 02L - Tuesdays 4:40 - 5:55 pm

Major topics

- *Introduction to data:* Observational studies and non-causal inference, principles of experimental design and causal inference, exploratory data analysis: description, summary and visualization.
- *Probability and distributions:* The basics of probability and chance processes, Bayesian perspective in statistical inference, the normal distribution.
- *Framework for inference:* Central Limit Theorem and sampling distributions
- *Statistical inference for numerical variables*
- *Statistical inference for categorical variables*
- *Simple linear regression:* Bivariate correlation and causality, introduction to modeling
- *Additional Topics:* Multiple regression, logistic regression, survival analysis

Course materials

Required: i>clicker 2
ISBN: 978-1-429-28047-1

Optional: Statistics for the Life Sciences
Samuels, Witmer, Schaffner
Pearson, 4th Ed., 2012
ISBN: 978-0-321-65280-5

Intuitive Biostatistics
Motulsky
Oxford University Press, 2nd Ed., 2010
ISBN: 978-0-199-73006-3

Four function calculator



Webpage

Announcements, slides, assignments, etc. posted on the website.

Duke
UNIVERSITY

Department of
Statistical Science
schedule
syllabus
course info

Sta 102 / BME 102 - Intro Biostatistics (Spring 2014)

Professor Rundel

Schedule:

Week	Date	Topics	Reading	Slides	Notes
Week 0	Wed, 1/08/14	Introduction	Samuels Ch. 1 Motulsky Ch. 1-3	Lecture 0	
Week 1	Mon, 1/14/14	Describing data	Samuels Ch. 2 Motulsky Ch. 7, 8	Lecture 1	Lab 1 - due in Lab 1/21
	Wed, 1/15/14	Rules of Probability, Bayes' Rule	Samuels Ch. 3.1 - 3.3	Lecture 2	HW 1 - due in class 1/22
Week 2	Mon, 1/20/14	No lecture - MLK Holiday			
	Wed, 1/22/14	Bayes' Rule cont.		Lecture 3	HW 2 - due in class 1/29
Week 3	Mon, 1/27/14	Discrete distributions, Random variables	Samuels Ch. 3.5 - 3.7	Lecture 4	

http://stat.duke.edu/~cr173/Sta102_Sp14/

Support

Office hours Tuesday 12:30 - 2:30 pm or by appointment.

SECC Sunday - Thursday 4pm - 9pm (Old Chemistry 211A)

The statistics education center has upper level statistics students available to help you. For more information and a schedule see <http://stat.duke.edu/courses/resources-students>.

- You are highly encouraged to stop by with any questions or comments about the class, or just to say hi and introduce yourself.
- Most problem sets due on Wednesday - I strongly recommend at least attempting all problems to make the most of OH.

Grading

Homework	-	15%	Project 2	-	10%
Labs	-	10%	Midterm 1	-	15%
Quizzes	-	5%	Midterm 2	-	15%
Project 1	-	5%	Final	-	25%

- Grades will be curved at the end of the course after overall averages have been calculated.
 - Average of 90-100 guaranteed A-.
 - Average of 80-90 guaranteed B-.
 - Average of 70-80 guaranteed C-.
- The more evidence there is that the class has mastered the material, the more generous the curve will be.

Homework

Objective: Help you develop a more in-depth understanding of the material and help you prepare for exams and the project.

- Questions from the textbooks and outside sources. (Full questions will be downloadable as a PDF from course website)
- Due at the beginning of class on the due date.
- Show all your work to receive credit.
- You are encouraged to work with others, but turn in your own work.
- 11 problem sets planned - lowest score will be dropped.
- Excused absences do not excuse homework.

Research Projects

Objective: Give you independent applied research experience using real data

Project 1:

- Pick data and research question(s) from a curated list.
- Analyze the data, write up your results.

Project 2:

- Open ended semester long research project.
- You choose a research question, find relevant data, analyze it, write up your results.

More details on both in the weeks to come.

Labs

Objective: Give you hands on experience with data analysis using statistical software, provide you with tools for the projects.

<http://beta.rstudio.org>

- A gmail account is needed to register your Rstudio account, add your gmail address using the quiz on Sakai.
- 13 labs planned - lowest 2 lab scores will be dropped.
- Write ups due the following week - most can be completed in class.
- You must attend the lab you are enrolled in, if you do not attend in a given week you are eligible for at most 50% credit on that lab.

Quizzes

Objective: Provide regular low stake performance assessments through out the semester.

- In class, at the beginning of some lectures
- Roughly biweekly frequency, announced ahead of time
- ~ 5 multiple choice questions in 10-15 mins
- Answers submitted via clicker - immediate feedback for the class

Clickers - will be used every class in lecture but not graded directly. Extra credit if you have a better than 90% response rate throughout the semester.

Exams

- Midterm 1: *Wednesday, February 19th*
- Midterm 2: *Wednesday, March 26th*
- Final: *Tuesday, April 29th from 9 am - 12 pm* (Cumulative)
- Exam dates cannot be changed. No make-up exams will be given. If you cannot take the exams on these dates you should drop this class.
- You may bring a calculator to the exams (no cell phones, iPods, etc.) and you may also bring one sheet of notes ("cheat sheet"). This sheet must be no larger than $8\frac{1}{2}" \times 11"$ and must be prepared by you (no photocopies). You may use both sides of the sheet.

Students with disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the [Student Disability Access Office](#) at (919) 668-1267 as soon as possible to better ensure that such accommodations can be made.

Email

- I will regularly send announcements via email, make sure to check your email daily.
- While email is the quickest way to reach me outside of class, note that it is much more efficient to answer most questions in person.

Late Work Policy

- For homework and lab write ups:
 - late but during class: -10 pts
 - after class on due date: -20 pts
 - next day or later: -100 pts
- For research project: -10 pts / day late
- There will be no make-up quizzes.

Other Policies

- The final exam must be taken at the stated time and you cannot pass this class if you do not take the final exam.
- You must score at least 30 / 100 on both research projects to pass this class.
- Regrade requests must be made within one week of when the assignment is returned, and must be submitted in writing.

Tips for success

- 1 Complete the reading before each lecture, and review again at the end of each chapter.
- 2 Be an active participant during lectures and labs.
- 3 Ask questions - during class or office hours, or by email. Ask me, the TAs, and your classmates.
- 4 Do the problem sets - start early and make sure you attempt and understand all questions.
- 5 Start your project early and allow adequate time to complete the necessary components.
- 6 Give yourself plenty of time to prepare a good cheat sheet for exams. This requires going through the material and taking the time to review the concepts that you're not comfortable with.
- 7 Do not procrastinate - don't let a week go by with unanswered questions as it will just make the following week's material even more difficult to follow.

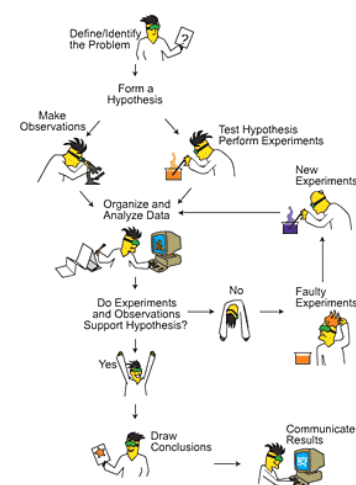
Academic Dishonesty

Any form of academic dishonesty will result in an immediate 0 on the given assignment and will be reported to the [Office of Student Conduct](#). Additional penalties may also be assessed if deemed appropriate. If you have any questions about whether something is or is not allowed, ask me beforehand.

Some examples:

- Use of disallowed materials (including any form of communication with classmates or looking at a classmate's work) during exams.
- Plagiarism of any kind.
- Use of outside answer keys or solution manuals for the homework.

Statistics and the Scientific Method



Darwin

ON

INTRODUCTION Page 1

THE ORIGIN OF SPECIES

BY MEANS OF NATURAL SELECTION,

OR THE

PRESERVATION OF FAVOURED RACES IN THE STRUGGLE
FOR LIFE.

By CHARLES DARWIN, M.A.,

FELLOW OF THE ROYAL, GEOLOGICAL, LINNEAN, ETC., SOCIETIES;
AUTHOR OF 'JOURNAL OF RESEARCHES DURING H. M. S. BEAGLE'S VOYAGE
ROUND THE WORLD.'

CHAPTER I.

VARIATION UNDER DOMESTICATION.

Causes of Variability — Effects of Habit — Correlation of Growth —
Inheritance — Character of Domestic Varieties — Difficulty of
distinguishing between Varieties and Species — Origin of Domestic
Varieties from one or more Species — Domestic Pigeons, their
Differences and Origin — Principle of Selection anciently followed,
its Effects — Methodical and Unconscious Selection — Unknown
Origin of our Domestic Productions — Circumstances favourable
to Man's power of Selection 7-43

CHAPTER II.

VARIATION UNDER NATURE.

Variability — Individual differences — Doubtful species — Wide
ranging, much diffused, and common species vary most — Species
of the larger genera in any country vary more than the species
of the smaller genera — Many of the species of the larger genera
resemble varieties in being very closely, but unequally, related
to each other, and in having restricted ranges 44-59

Darwin

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CONTENTS.

CHAPTER III.

STRUGGLE FOR EXISTENCE.

Bears on natural selection — The term used in a wide sense — Geometrical powers of increase — Rapid increase of naturalised animals and plants — Nature of the checks to increase — Competition universal — Effects of climate — Protection from the number of individuals — Complex relations of all animals and plants throughout nature — Struggle for life most severe between individuals and varieties of the same species; often severe between species of the same genus — The relation of organism to organism the most important of all relations . . . Page 60-79

CHAPTER IV.

NATURAL SELECTION.

Natural Selection — its power compared with man's selection — its power on characters of trifling importance — its power at all ages and on both sexes — Sexual Selection — On the generality of intercrosses between individuals of the same species — Circumstances favourable and unfavourable to Natural Selection, namely, intercrossing, isolation, number of individuals — Slow action — Extinction caused by Natural Selection — Divergence of Character, related to the diversity of inhabitants of any small area, and to naturalisation — Action of Natural Selection, through Divergence of Character and Extinction, on the descendants from a common parent — Explains the Grouping of all organic beings 80-130

CHAPTER V.

LAWS OF VARIATION.

Effects of external conditions — Use and disuse, combined with natural selection; organs of flight and of vision — Acclimatisation — Correlation of growth — Compensation and economy of growth — False correlations — Multiple, rudimentary, and lowly organised structures variable — Parts developed in an unusual manner are highly variable: specific characters more variable than generic: secondary sexual characters variable — Species of the same genus vary in an analogous manner — Reversions to long-lost characters — Summary 131-170

Galton

TABLE I.

NUMBER OF ADULT CHILDREN OF VARIOUS STATURES BORN OF 205 MID-PARENTS OF VARIOUS STATURES.
(All Female heights have been multiplied by 1.08).

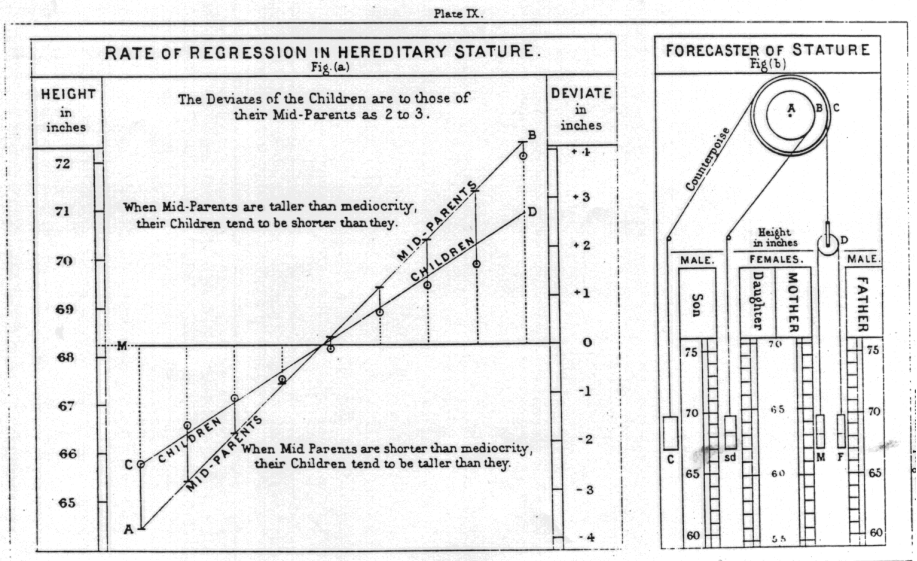
Heights of the Mid- parents in inches.	Heights of the Adult Children.														Total Number of			Medians.
	Below	62.2	63.2	64.2	65.2	66.2	67.2	68.2	69.2	70.2	71.2	72.2	73.2	Above	Adult Children.	Mid- parents.		
Above ..	..	..	..	..	..	..	..	..	..	..	..	1	3	..	4	5	..
72.5	..	..	..	..	..	..	..	1	2	1	2	7	2	4	19	6	72.2
71.5	..	..	..	..	1	3	4	3	5	10	4	9	2	2	43	11	69.9
70.5	1	..	1	..	1	1	3	12	18	14	7	4	3	3	68	22	69.5	
69.5	..	..	1	16	4	17	27	20	33	25	20	11	4	5	183	41	68.9
68.5	1	..	7	11	16	25	31	34	48	21	18	4	3	..	219	49	68.2	
67.5	..	3	5	14	15	36	38	28	38	10	11	4	..	..	211	33	67.6
66.5	..	3	3	5	2	17	17	14	13	4	..	..	..	..	78	20	67.2
65.5	1	..	9	5	7	11	11	7	7	5	2	1	..	..	66	12	66.7
64.5	1	1	4	4	1	5	5	..	2	..	..	..	..	..	23	5	65.8
Below ..	1	..	2	4	1	2	2	1	1	..	..	..	..	..	14	1	..
Totals ..	5	7	32	59	45	117	135	120	167	99	64	41	17	14	928	205	..	
Medians ..	..	..	66.3	67.8	67.9	67.7	67.9	68.3	68.5	69.0	69.0	70.0	..	..	..	..	..

NOTE.—In calculating the Medians, the entries have been taken as referring to the middle of the squares in which they stand. The reason why the headings run 62.2, 63.2, &c., instead of 62.5, 63.5, &c., is that the observations are unequally distributed between 62 and 63, 63 and 64, &c., there being a strong bias in favour of integral inches. After careful consideration, I concluded that the headings, as adopted, best satisfied the conditions. This inequality was not apparent in the case of the Mid-parents.

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Anthropological Miscellany.

Galton



R.A. Fisher



"I occasionally meet geneticists who ask me whether it is true that the great geneticist R.A. Fisher was also an important statistician." - L.J. Savage (Annals of Statistics, 1976)

Source: http://www.swlearning.com/quant/kohler/stat/biographical_sketches/Fisher_3.jpeg

R.A. Fisher cont.

Biology:

- Heterozygote advantage
- Population genetics (Modern evolutionary synthesis)
- Fisherian runaway selection
- ...

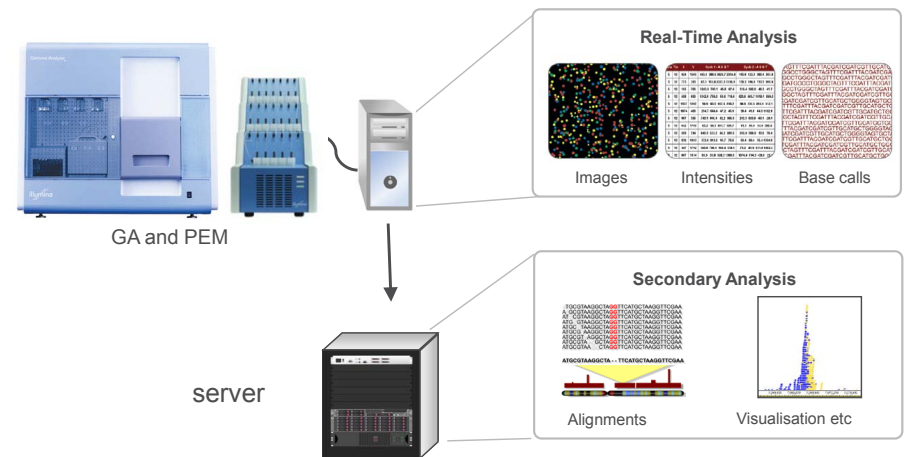
Statistics:

- Analysis of Variance
- Null hypothesis
- Maximum Likelihood
- F distribution
- Fisher's Exact test
- Fisher Information
- Randomization testing
- ...



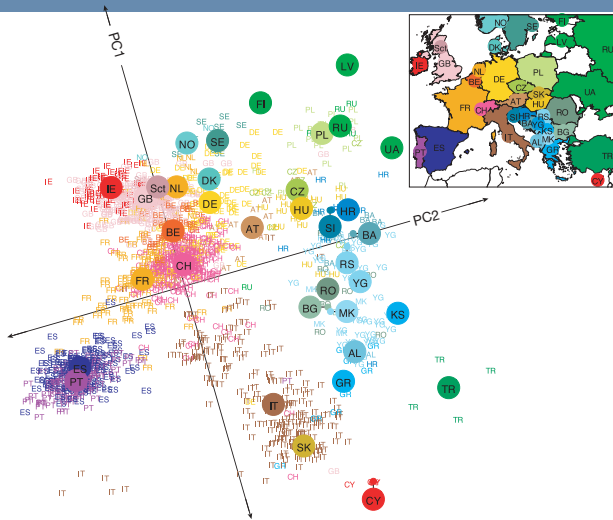
Source: Irish Elk - Fiddler Crab - Peafowl

Next Gen Sequencing



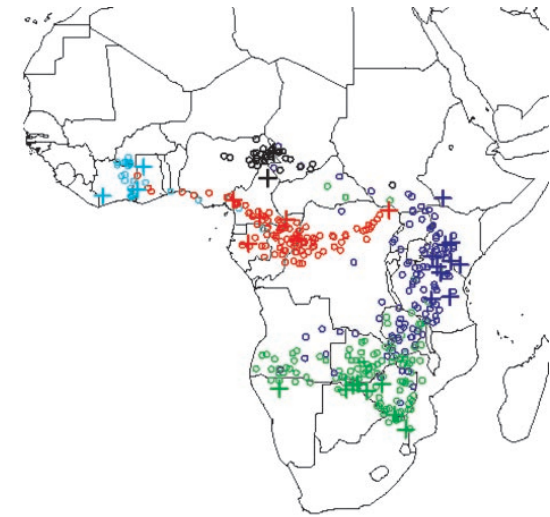
<http://www.ebi.ac.uk/industry/Documents/workshop-materials/newsequence291009/Basecalling-Klaus-Maisinger.pdf>

Novembre et al. - Nature 2008

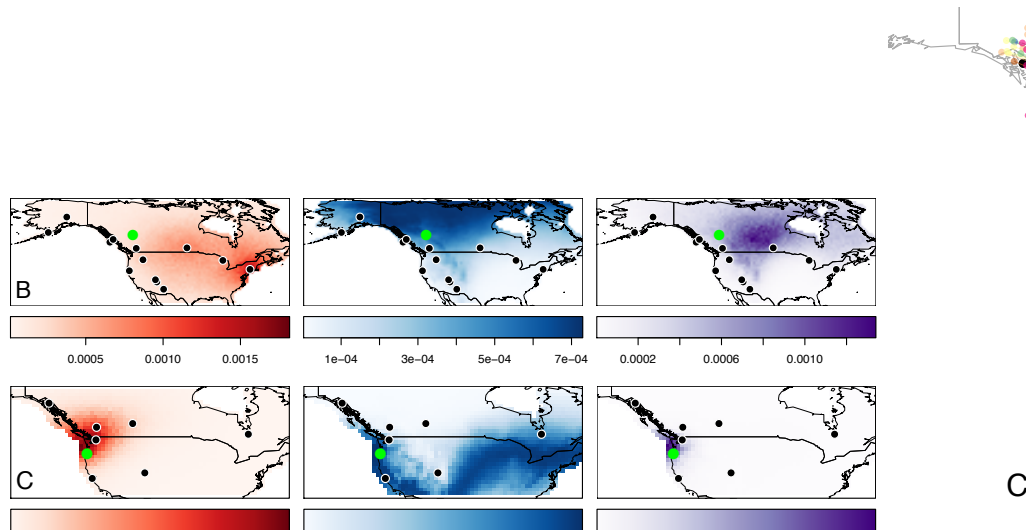


Analysis of 197,146 SNPs in 1,387 Europeans with known family origins

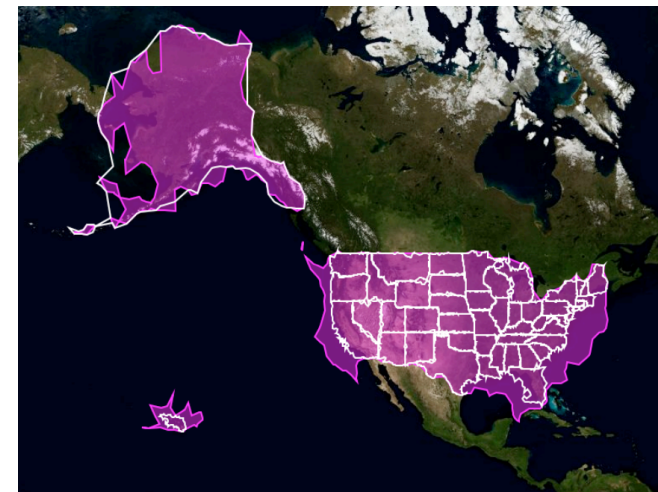
Wasser et al. - PNAS 2004



Migratory Connectivity



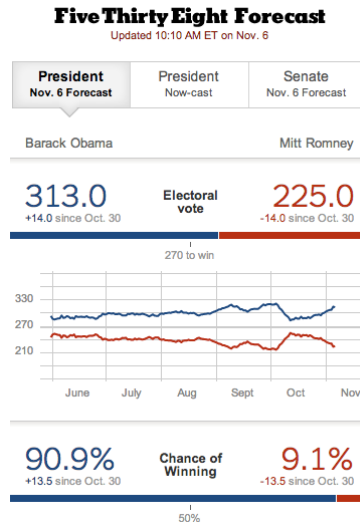
Map based on Flickr tags



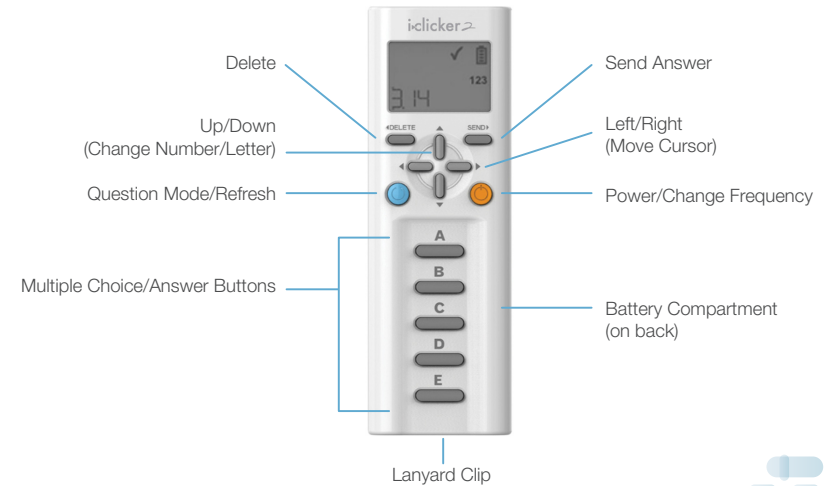
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<http://aaronstraupcope.com>

The most famous statistician in the world ...



Clicker Details



Clicker Details, cont.

Registering your i-clicker2

1. Go to www.iclicker.com.
2. Click "Register your i-clicker."
3. Enter your First Name, Last Name, Student ID, and Remote ID (the ID on the back of your clicker).
4. Type the verification word or number in the image.
5. Click Enter.
6. A verification page appears. Review the information and click Submit.

Turning on i-clicker2

- Press Power.

Changing the Frequency

- Press and hold Power/Change Frequency for 2 seconds.

- A-E Use the A-E buttons to enter the 2-letter frequency code provided by your instructor.

Understanding the Display

- 123** Displays when the remote is in Numeric mode.
- abc 123** Displays when the remote is in Alphanumeric mode.
- ✓** Displays when:
 - the frequency is changed successfully.
 - an answer is received.
- ⊘** Displays when:
 - the frequency is not changed successfully.
 - an answer is not received.
- CLOSED** – Polling is closed.
- NO BASE** – The remote is unable to communicate with the base. Check with your instructor to make sure your remote is set to the correct frequency and/or the instructor's base is connected.

(Practice) Clicker Question

Clicker - Numeric

How old is Nicolas Cage? Round to the nearest tenth of a year.

