

UT-Austin iSchool Syllabus I306 Statistics for Informatics Spring 2025

2025-01-10

Description (from the catalog)

Restricted to informatics majors and students pursuing the informatics minor. Examine fundamental principles of probability and statistics. Cultivate an understanding of descriptive and inferential statistics. Conduct and interpret statistical analyses using statistical analysis software, and apply these analyses to common issues in informatics. Three lecture hours a week for one semester. Offered on the letter-grade basis only.

Quantitative Reasoning Flag

This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.

More information is available at [quantitative reasoning flag](#).

Details

Important note: The information presented in this syllabus is subject to expansion, contraction, change, or stasis during the semester. In case of conflict between versions, the copy on Canvas takes precedence.

Course Number

28130

Prerequisites

None, but knowing math and programming will help

Time

Tuesdays and Thursdays 3:30PM- 5:00PM

Place

UTC 1.118

Dates

January 13–May 05, 2025

Midterm Exam

There will be a two-part midterm exam. The first part will be in-class on March 11th. The second part is take-home, due at 11:59pm on March 14th.

Final Exam

Similarly, there will be a two-part final exam. The first part will be in-class in our last regular class session. The second part is take-home, due at our official exam time

Instructor

Nathan TeBlunthuis

Email

nathante@utexas.edu

Office

1616 Guadalupe St, Room 5.446

Office Hours

Tuesdays and Thursdays 11:00AM to 12:00PM or by appointment. I hold office hours in my UTA office or virtually in my [jit.si office](#). Make reservations for my office hours by editing this [wiki page](#). If you have trouble with that, just email me!

Course Websites

The course website is <https://pages.ischool.utexas.edu/i306StatisticsForInformatics>.

I will keep the [syllabus page](#) up to date with any schedule changes and links to homework instructions.

We will also use [Canvas](#) where you will submit assignments and find additional course material.

Materials

Our primary textbook is the freely available Diez, Çetinkaya-Rundel, and Barr (2019). We will also use the freely downloadable Wickham, Çetinkaya-Rundel, and Grolemund (2023) for learning R and Chapter 2 from James et al. (2021).

A more advanced textbook is the freely available Kuhn and Silge (2022), the full text of which is available at [tmwr](#).

You may also find the study guide by Mick Mcquaid, who has taught this course. It is available at <https://pages.ischool.utexas.edu/i306StatisticsForInformatics/studyGuide/index.html>.

Learning Outcomes

- Learn to describe data using statistics and contingency tables to summarize
- Learn to use probability distributions
- Learn to visualize data
- Learn to develop confidence intervals
- Learn to conduct hypothesis tests
- Learn to conduct single and multiple regression and logistic regression
- Learn to write reproducible reports

Class Format The class will primarily be a “flipped” classroom.

You will prepare for class by reading from the textbook, watching lecture videos published by OpenIntro, and *attempting* assigned exercises. Thinking through the exercises is at least as important as reading the text to our mathematical and technical learning goals. We will spend most of our in-class time discussing these exercises.

I will not grade these daily exercises, and I don't expect you to always be able to solve them on your own before class. Each even-numbered exercise in the textbook is similar to an odd-numbered exercise, and Appendix A in the back of the textbook has solutions to the odd-numbered exercises. Protect your time and be mindful that you are expected to spend 9 hours outside of class per week. Make an effort within that amount of time and come to class with questions. We will spend class time answering these questions.

The textbook exercises are representative of in-class portions of the midterm and final exams.

We will also spend class time working on R programming assignments, so you should definitely bring a laptop computer to class every day.

We will conclude learning the fundamentals of statistics by the last 2-3 weeks of the course. Afterwards there will be fewer exercises and I will give some lectures on special topics. I hope this will be welcome as you prepare for finals.

Assignments

In addition to the midterm and final exams, credit for this class comes from small *weekly assignments* (though there is only one assignment for the final 2 weeks this semester) and larger *milestones*.

The data you'll need for assignments, unless otherwise noted, is in [Canvas](#).

Attendance

I do not take attendance, and neither in-class participation nor attendance constitute any part of your grade. That said, attendance is important and I expect you to attend each class. If you do not attend class it will be difficult for most of you to learn to solve the exercises on the midterm and final exams, or to master the R programming you will need to succeed in homework and take-home exams.

Schedule

Week 1 (14 Jan, 16 Jan)

Learning Outcomes

- Begin learning the fundamental challenges of constructing knowledge from data.
- Begin learning to visualize data
- Learn fundamental data types: numerical, categorical, ordinal.
- Learn the principles of observational and experimental studies.

14 Jan

Topics

- Introduction to quantitative data
- Syllabus overview

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Preface and Chapter 1, Sections 1.1-1.2, pp. 5-21.

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 1, Sections 1.1-1.2, pp. 5-21.

Video Lectures

- [200 years of history through health & wealth.](#)
- [Using statistics to treat chronic illnesses.](#)
- [Case Study: Using Stents to Prevent Strokes.](#)
- [Data Basics: Observations, Variable, and Data Matrices.](#)
- [Data Collection Principles.](#)

16 Jan

Topics

- Sampling principles and strategies
- Observational data
- Experiments

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 1, Sections 1.1-1.2, pp. 22-38.

Video Lectures

- [Sampling principles and strategies.](#)
- [Experiments.](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 1, Sections 1.1-1.2, pp. 22-38.

Week 2 (21 Jan, 23 Jan)

Learning Outcomes

- Learn to describe data using statistics and contingency tables to summarize
- Learn principles of visualization for data exploration.
- Install R and R Studio on your laptop.
- Begin programming in R.

21 Jan

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 2, Section 2.1. pp. 39-60.

Video Lectures

- [Examining Numerical Data](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 2, Section 2.1. pp. 39-60.

23 Jan

Readings

- [Introduction to R and Rstudio.](#)
- Wickham, Çetinkaya-Rundel, and Golemund (2023) [Introduction](#),

24 Jan

Assignments Due at 11:59pm

- Week 2 assignment ([html](#))([qmd](#))

Week 3 (28 Jan, 30 Jan)

Learning Outcomes

- Learn principles of visualization for data exploration.
- Introduce Quarto.
- Learn what *literate programming* is and why it is useful.
- Create data visualizations in R.

28 Jan

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 2, Sections 2.2-2.3. pp. 61-78.

Video Lectures

- [Considering categorical data.](#)
- [Case study.](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 2, Sections 2.2-2.3. pp. 61-78.

30 Jan

Topics

- Introduction to Quarto.
- Data visualization in R.

Readings

- [28. Quarto.](#)
- Wickham, Çetinkaya-Rundel, and Golemund (2023) [Data visualization](#)

Exercises

- Install R and R Studio, and the tidyverse library on your laptop. [This video should help.](#)
- Create and render a new Quarto document.

31 Jan

Assignments Due at 11:59 pm

- Week 3 assignment ([html](#))([qmd](#))

Week 4 (4 Feb, 6 Feb)

Learning Outcomes

- Learn to use probability distributions

4 Feb

Topics

- Probability
- Defining probability
- Conditional probability
- Sampling from a small population

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 3, Sections 3.1-3.3, pp. 79-114.

Video Lectures

- [Defining probability](#).
- [Probability trees](#).

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 3, Sections 3.1-3.3, pp. 79-114.

6 Feb

Topics

- Random variables
- Continuous distributions

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 3, Sections 3.4-3.5, pp. 115-130.
- [Probability Lab](#).

Video Lectures

- [Would you take this bet?](#).

Exercises

- [Probability Lab](#) Exercises 1-8.

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 3, Sections 3.3-3.5, pp. 79-114.

7 Feb

Assignments Due at 11:59pm

- Week 4 assignment ([html](#))([qmd](#))
- Milestone 1 ([html](#))([qmd](#))

Week 5 (11 Feb, 13 Feb)

Learning Outcomes - Learn to use probability distributions

11 Feb

Topics

- Distributions of random variables
- Normal distribution

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 4, Section 4.1, pp. 131-144.
- [Normal distribution lab](#)

Video Lectures

- [Normal distribution](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 4, Section 4.1, pp. 131-144.
- [Normal distribution lab — exercises 1-9](#)

13 Feb

Topics

- Geometric distribution
- Binomial distribution
- Negative binomial distribution
- Poisson distribution

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 4, Section 4.2-4.5, pp. 145-167.

Video Lectures

- [Binomial distribution](#).
- [Normal approximation to binomial](#).

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 4, Section 4.2-4.5, pp. 145-167.

14 Feb

Assignments Due at 11:59pm

- Week 5 assignment ([html](#))([qmd](#))
- Milestone 2 ([html](#))([qmd](#))

Week 6 (18 Feb, 20 Feb)

Learning Outcomes

- Learn to conduct hypothesis tests.
- Learn to develop confidence intervals.

18 Feb

Topics

- Foundations for inference
- Point estimates and sampling variability
- Confidence intervals for a proportion

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 5, Section 5.1-5.2, pp. 168-188.
- [Sampling distributions lab](#).

Video Lectures

- [Variability of the sample proportion](#).
- [Confidence intervals](#).

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 5, Section 5.1-5.2, pp. 168-188.
- [Sampling distributions lab — exercises 1-10](#).

20 Feb

Topics

- Hypothesis testing for a proportion

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 5, Section 5.3, pp. 189-205. [-Confidence intervals lab](#).

Video Lectures

- [Hypothesis testing](#).
- [Inference for other estimators](#).

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 5, Section 5.3, pp. 189-205.
- [Confidence intervals lab — exercises under “Confidence levels” and “More Practice”](#).

21 Feb

Assignments Due at 11:59pm

- Week 6 assignment ([html](#))([qmd](#))

Week 7 (25 Feb, 27 Feb)

Learning Outcomes

- Learn to develop confidence intervals
- Learn to conduct hypothesis tests

25 Feb

Topics

- Inference for categorical data
- Inference for a single proportion
- Differences of two proportions

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 6, Section 6.1,6.2, pp. 206-228.

Video Lectures

- [Inference for proportions](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 6, Section 6.1,6.2, pp. 206-228.

27 Feb

Topics

- Testing for goodness of fit using chi-square
- Testing for independence in two-way ta

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 6, Section 6.3,6.4, pp. 229-248.
- [Inference for categorical data lab](#)

Video Lectures

- [Testing for goodness of fit.](#)
- [Chi-square foir two-way tables.](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 6, Section 6.3,6.4, pp. 229-248.
- [Inference for categorical data lab. Exercises 1-11](#)

28 Feb

Assignments Due at 11:59pm

- Week 7 assignment ([html](#))([qmd](#))

Week 8 (4 Mar, 6 Mar)

Learning Outcomes

- Learn to use probability distributions
- Learn to develop confidence intervals
- Learn to conduct hypothesis tests

4 Mar

Topics

- Inference for numerical data
- One-sample means with the t -distribution
- Paired data
- Difference of two means
- Power calculations for a difference of means

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.1, pp. 249-261.

Video Lectures

- [T-distribution](#)
- [Inference for one mean](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.1, pp. 249-261.

6 Mar

Topics

- Hypothesis tests with numerical paired data.
- Hypothesis tests of differences in two means.
- Power calculations.

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.2-7.4, pp. 262-284.
- [Inference for numerical data lab](#)

Video Lectures

- [Paired data](#)

- [Difference of two means](#)
- [Power calculations](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.2-7.4, pp. 262-284.
- [Inference for numerical data lab — exercises 1-14](#)

7 Mar

Assignments Due at 11:59pm

- Week 8 assignment ([html](#))([qmd](#))

Week 9 (11 Mar, 13 Mar)

Learning Outcomes

- Learn to conduct hypothesis tests.

11 Mar

Midterm Exam

13 Mar

Topics

- Comparing many means with ANOVA

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.5, pp. 285-302.

Video Lectures

- [Intro to ANOVA.](#)
- [Conditions for ANOVA.](#)
- [Multiple comparisons.](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 7, Section 7.5, pp. 285-302.

14 Mar

Assignments Due at 11:59pm

- Week 9 assignment ([html](#))([qmd](#))
- **Takehome Midterm**

Learning Outcomes

- Learn to conduct single regression

Spring Break! (18 Mar, 20 Mar)

Week 10 (25 Mar, 27 Mar)

25 Mar

Topics

- Introduction to linear regression
- Fitting a line, residuals, and correlation
- Least squares regression

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 8, Section 8.1-8.2, pp. 303-327.

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 8, Section 8.1-8.2, pp. 303-327.

Video Lectures

- [Ideas of fitting a line.](#)
- [Fitting a least squares regression line.](#)
- [Detailed Overview: Fitting a least squares regression line.](#)

27 Mar

Topics

- Types of outliers in linear regression
- Inference for linear regression

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 8, Section 8.3-8.4, pp. 328-340.
- [Introduction to Linear Regression Lab.](#)

Video Lectures

- [Types of outliers in regression.](#)
- [Inference for linear regression.](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 8, Section 8.3-8.4, pp. 328-340.
- [Introduction to Linear Regression Lab — Exercises 1-10 and more practice 1-4.](#)

28 Mar

Assignments Due at 11:59pm

- Week 10 assignment. ([html](#))([qmd](#))

Week 11 (1 Apr, 3 Apr)

Learning Outcomes - Learn to conduct multiple regression.

1 Apr

Topics

- Introduction to multiple regression

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 9, Section 9.1, pp. 341-340.

Video Lectures

- [Multiple regression basics](#)

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 9, Section 9.1, pp. 341-340.

3 Apr

Topics

- Model selection
- Checking model conditions using graphics
- Multiple regression case study: Mario Kart

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 9, Section 9.2-9.4, pp. 341-340.
- [Lab on multiple linear regression](#).

Video Lectures

- [Model selection](#).
- [Checking conditions using graphs](#).

Exercises

- Even-numbered exercises from Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 9, Section 9.2-9.4, pp. 341-340.
- [Lab on multiple linear regression — Exercises 1-19](#).

4 Apr

Assignments Due at 11:59pm

- Milestone 3 ([html](#))([qmd](#))
- Week 11 assignment ([html](#))([qmd](#))

Week 12 (8 Apr, 10 Apr)

Learning Outcomes

- Learn to conduct multiple regression and logistic regression

8 Apr

Topics

- Interaction and nonlinear terms in regression.
- Dealing with violations of linear regression (OLS) assumptions.

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) [Supplement on interaction effects](#).
- Diez, Çetinkaya-Rundel, and Barr (2019) [Supplement on nonlinear effects](#).
- Andrew Heiss [Post on robust standard errors in R](#).
- James Scott. Data Science in R: A Gentle Introduction. [Chapter 9: The Bootstrap](#).

No Videos or Exercises

10 Apr

Topics

- Introduction to logistic regression.
- High-level overview of generalized linear models.

Readings

- Diez, Çetinkaya-Rundel, and Barr (2019) Chapter 9, Section 9.5. pp. 371-383.

Video Lectures

- [Intro to logistic regression.](#)

11 Apr

Assignments Due at 11:59pm

- Week 12 assignment ([html](#))([qmd](#))

Week 13 (15 Apr, 17 Apr)

Learning Outcomes

- Learn to visualize data.
- Learn to write reproducible reports.

Topics

- More on R and the tidyverse.
- R data types
- Merging data tables.

Readings

TBD

Assignments Due at 11:59pm

- Week 13 Assignment ([html](#))([qmd](#))

Week 14 (22 Apr, 24 Apr)

Learning Outcomes - Understand the difference between statistics and machine learning.

22 Apr

Topics

- Prediction vs inference
- Flexible vs rigid modeling approaches
- Blessings and curses of “big data”

Readings

James et al. (2021) Chapter 2, Sections 1-2, pp. 15-42

24 Apr

Final Exam

25 Apr

Assignments Due at 11:59pm

- Milestone 4 ([html](#))([qmd](#))
- Week 14 Assignment ([html](#))([qmd](#))

May 5

Due at 10:00am

- **Takehome Final Exam**

Grading

I plan to grade assignments within two weeks of their due date except where circumstances interfere. The grading scale used along with the grade components follow.

Table 1: Scores are not rounded

letter grade		lower bound			upper bound
A	\geq	94.0%			
A-	\geq	90.0%	&	$<$	94%
B+	\geq	87.0%	&	$<$	90%
B	\geq	83.0%	&	$<$	87%
B-	\geq	80.0%	&	$<$	83%

letter grade		lower bound		upper bound
C+	\geq	77.0%	&	$<$ 80%
C	\geq	73.0%	&	$<$ 77%
C-	\geq	70.0%	&	$<$ 73%
D	\geq	60.0%	&	$<$ 70%
F				$<$ 60%

Note that all work requires the submission of a .qmd file and a .html file. Omission of either will result in no credit for the work.

There are a total of 100 available points in the class from the following opportunities.

Project work: 4 milestones, 10 points each

- Milestone 1: description (tables, summary stats)
- Milestone 2: description (visualization)
- Milestone 3: regression
- Milestone 4: regression diagnostics and final report

Weekly assignments

Weekly assignments, weeks 2 through 14 (1 points each for the first nine, 4 points each for the next four, 5 points for the last one). These are designed for me to give you ongoing feedback throughout the term, but do not count much toward your final grade.

Midterm Exam

- The in-class portion is worth 10 points. The take-home portion is worth 50% of the points you miss on the in-class portion.

Final Exam

- The in-class portion is worth 20 points. The take-home portion is worth 50% of the points you miss on the in-class portion.

POLICIES

Important Note: The policies of the University are undergoing change. The following *may* be superseded by the policies at <https://utexas.instructure.com/courses/1377522>, which is a Canvas course containing the honor code which you *must* adhere to, as well as much of the following information. A better URL may be <https://utexas.instructure.com/enroll/TP964H> if for some reason you are not enrolled in the site.

Assignment Submission

All assignments must be submitted via Canvas. No assignment should be submitted via email. Any assignment submitted via email will receive a grade of zero. It may be tempting to try to submit assignments via email when you have trouble with Canvas but the correct response is to contact tech support and resolve the problem with Canvas.

Extra credit and grade rounding

There is no extra credit available in this class and grades are not rounded. You receive exactly the letter grade corresponding to the score you achieve.

Disability and Access

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://community.utexas.edu/disability/>. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Policy on Academic Integrity

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding

a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Artificial intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is permitted but must be documented. Usually, you should include a lengthy disclaimer at the end of the assignment as a separate Appendix telling which generative AI tool was used, e.g., ChatGPT, and what it was used for, including the final, revised prompts for each answer generated. Failure to document will be considered a cheating offense, punishable under the rules for academic integrity. The disclaimer must be specific and thorough. A brief, vague statement will not be considered sufficient.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here: https://utdirect.utexas.edu/apps/ais/chosen_name/. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. More resources are available on the Women's Community Center website, <https://community.utexas.edu/wcc/>.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the UT Outpost (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>)

which is a free on-campus food pantry and career closet. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Mental Health Information

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

Carrying of Handguns on Campus

Students in this class should be aware of the following university policies related to Texas' Open Carry Law: Students in this class who hold a license to carry are asked to review the [university policy regarding campus carry](#).

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Texas Senate Bill 17

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have not been altered post-SB 17, and students should feel open to express their views and ask questions pertaining to topics such as

race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion as appropriate to the class.

LGBTQIA+ Community

As an institution committed to creating a safe and inclusive learning environment, The University of Texas at Austin strictly prohibits discrimination, harassment, or marginalization based on sexual orientation or gender identity under Title IX. If you encounter any discrimination or harassment, please seek support from the Title IX office.

Additionally, we encourage you to complete the Campus Climate Survey by following the link: <https://app.smartsheet.com/b/form/d70ce9db84a3403ab00394e4617f8f3b>

If you experience any form of discrimination or harassment, please contact the Title IX office for support. If you do not wish to contact the UT Title IX office, you may view confidential community resources at <https://titleix.utexas.edu/community-resources-confidential>. I am committed to creating a safe and inclusive learning environment for all students. This includes fostering an environment of respect, openness, and understanding in the classroom and actively working to address any discrimination or harassment that may occur. If you wish to display your pronouns on your Canvas page, you can find a guide here: <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. Furthermore, you can include a “preferred name” by viewing the following link to class rosters, which come with the student’s legal name (unless an addition of a preferred name is made): https://utdirect.utexas.edu/apps/ais/chosen_name/.

TITLE IX DISCLOSURE

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the Title IX Office any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The

Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

References

- Diez, David, Mine Çetinkaya-Rundel, and Cristopher D Barr. 2019. *OpenIntro Statistics, Fourth Edition*. self-published. <https://openintro.org/os>.
- James, Gareth, Daniela Witten, Trevor Hastie, and Robert Tibshirani. 2021. *An Introduction to Statistical Learning with Applications in r*. Springer New York. <https://www.statlearning.com/>.
- Kuhn, Max, and Julia Silge. 2022. *Tidy Modeling with R*. Sebastopol, CA: O'Reilly. <https://www.tmwr.org/>.
- Wickham, Hadley, Mine Çetinkaya-Rundel, and Garrett Golemund. 2023. *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*. 2nd ed. O'Reilly Media, Inc. <https://r4ds.hadley.nz/>.