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To: Statistical Analysis of Research Data (SARD) Participants

Re: **First Assignment – To Be Completed Prior to our First Session**

Folks,

Welcome to our two-day seminar on data analysis and basic statistical concepts. I have a brief “assignment” for you to consider prior to our time together.

Please examine the four datasets below. Simply articulate what these data mean to you. Use any qualitative and/or quantitative tools you like; Microsoft Excel’s ‘Data Analysis’ add-in/toolkit is perfect for this analysis. Again, just describe what’s going on.

If it is helpful to you to assign names to the x- and y-values, feel free. Also, feel free to analyze each separately and then compare results. In the end, simply describe what’s going on with these datasets:

Dataset I:

| X | Y |
|------|-------|
| 10.0 | 8.04 |
| 8.0 | 6.95 |
| 13.0 | 7.58 |
| 9.0 | 8.81 |
| 11.0 | 8.33 |
| 14.0 | 9.96 |
| 6.0 | 7.24 |
| 4.0 | 4.26 |
| 12.0 | 10.84 |
| 7.0 | 4.82 |
| 5.0 | 5.68 |

Dataset II:

| X | Y |
|------|------|
| 10.0 | 9.14 |
| 8.0 | 8.14 |
| 13.0 | 8.74 |
| 9.0 | 8.77 |
| 11.0 | 9.26 |
| 14.0 | 8.10 |
| 6.0 | 6.13 |
| 4.0 | 3.10 |
| 12.0 | 9.13 |
| 7.0 | 7.26 |
| 5.0 | 4.74 |

Dataset III:

| X | Y |
|------|-------|
| 10.0 | 7.46 |
| 8.0 | 6.77 |
| 13.0 | 12.74 |
| 9.0 | 7.11 |
| 11.0 | 7.81 |
| 14.0 | 8.84 |
| 6.0 | 6.08 |
| 4.0 | 5.39 |
| 12.0 | 8.15 |
| 7.0 | 6.42 |
| 5.0 | 5.73 |

Dataset IV:

| X | Y |
|------|-------|
| 8.0 | 6.58 |
| 8.0 | 5.76 |
| 8.0 | 7.71 |
| 8.0 | 8.84 |
| 8.0 | 8.47 |
| 8.0 | 7.04 |
| 8.0 | 5.25 |
| 19.0 | 12.50 |
| 8.0 | 5.56 |
| 8.0 | 7.91 |
| 8.0 | 6.89 |

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I look forward to working with you in our course. Please bring your “solutions” to this assignment to class for discussion. Note that laptop computers are not required, but I will use some statistical output in some of the sessions to motivate some of the topics on the agenda.

Sincerely,

A handwritten signature in black ink that reads "Paul W. Thurman". The signature is written in a cursive style with a large, stylized initial 'P'.

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