

Chapter 1

1. A psychologist wants to know if adults with normal vision can be fooled by a certain optical illusion. She recruits 50 students from her PSY 120 class and finds that 42 of them are fooled by the illusion. The population in this study is
 - A) the 42 students who were fooled.
 - B) the 50 students who served as subjects.
 - C) all students in the PSY 120 class.
 - D) all adults with normal vision.

2. When we take a census, we attempt to collect data from
 - A) a stratified random sample.
 - B) every individual selected in a simple random sample.
 - C) every individual in the population.
 - D) a voluntary response sample.
 - E) a convenience sample.

3. A 2016 national sample survey interviewed 1012 people aged 18 and older, nationwide, by telephone. One question asked was "We'd like you to imagine a ladder with steps numbered from zero at the bottom to ten at the top. Suppose the top of the ladder represents the best possible situation for our country and the bottom represents the worst possible situation. Please tell me the number of the step on which you think the United States stands at the present time?" The population for this sample survey appears to be:
 - A) the 1012 people who were interviewed.
 - B) all registered voters.
 - C) all adult residents of the United States.
 - D) people who think the United States is at the best possible situation.
 - E) all U.S. citizens.

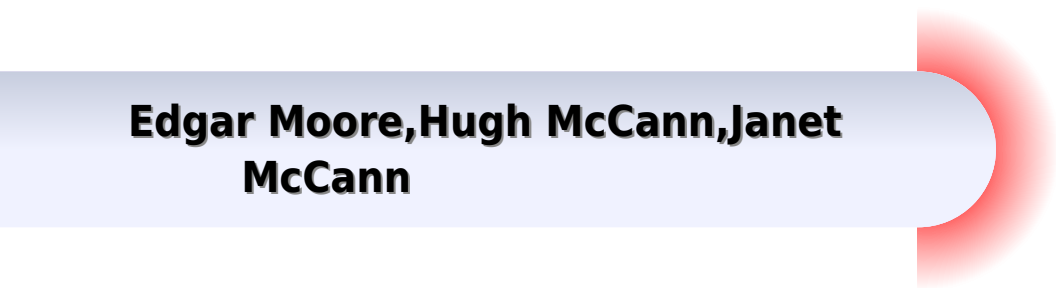
4. You want to know the opinions of American school teachers about establishing a national test for high school graduation. You obtain a list of the members of the National Education Association (the largest teachers' union) and mail a questionnaire to 2500 teachers chosen at random from this list. In all, 1347 teachers return the questionnaire.

In this situation, the *population* is

 - A) the 1347 teachers who mail back the questionnaire.
 - B) the 2500 teachers to whom you mailed the questionnaire.
 - C) all members of the National Education Association.
 - D) all American school teachers.
 - E) all American school students.

Exercise Answers In Statistics Concepts And Controversies

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Statistics: Concepts and Controversies David S. Moore, William I. Notz, William Notz, 2006-02-14 In the sixth edition of his landmark text David Moore emphasizes the concepts and applications of statistics from a wide range of fields encouraging students to see the meaning behind statistical results Moore's emphasis on ideas and data with minimal computation is acknowledged as the most effective way to teach non mathematical students

Statistics: Concepts and Controversies Laboratory and Activities Supplement Dennis K. Pearl, Roger Woodard, 2006-01-13 This supplement correlates the EESEE case studies on the Web site to the text providing numerous applet exercises and additional project ideas It includes a password for accessing EESEE and other online student resources

Statistics Through Applications Dan Yates, Daren S. Starnes, David S. Moore, 2004-03 The NCTM urges the study of statistics in high school and many schools have designed courses based on these NCTM recommendations Now from the authors of the overwhelming favorite for the AP Statistics course The Practice of Statistics comes the first text written exclusively for a non AP level high introduction to statistics for high school students Statistics Through Applications is the ideal alternative for juniors and seniors not going into high level courses such as calculus but who are interested in an introduction to the important topics of statistics The book's data analysis approach moves students away from monotonous computation to focus on the statistical thinking behind data gathering and interpretation This approach more accurately reflects the way working statisticians contribute to our understanding of the world It also helps students be more discerning consumers of statistics teaching them to look closely at what the numbers from surveys election polls and medical studies are really saying State Correlations <http://www.bfwpub.com/pdfs/yatessta.state.htm>

Experimental Design S.N. Deming, S.L. Morgan, 1987-01-01 Now available in a paperback edition is a book which has been described as an exceptionally lucid easy to read presentation would be an excellent addition to the collection of every analytical chemist I recommend it with great enthusiasm Analytical Chemistry Unlike most current textbooks it approaches experimental design from the point of view of the experimenter rather than that of the statistician As the reviewer in Analytical Chemistry went on to say Deming and Morgan should be given high praise for bringing the principles of experimental design to the level of the practicing analytical chemist The book first introduces the reader to the fundamentals of experimental design Systems theory response surface concepts and basic statistics serve as a basis for the further development of matrix least squares and hypothesis testing The effects of different experimental designs and different models on the variance covariance matrix and on the analysis of variance ANOVA are extensively discussed Applications and advanced topics such as confidence bands rotatability and confounding complete the text Numerous worked examples are presented The clear and practical approach adopted by the authors makes the book applicable to a wide audience It will appeal particularly to those with a practical need scientists engineers managers research workers who have completed their formal education but who still need to know efficient ways of carrying out experiments It will also be an ideal

text for advanced undergraduate and graduate students following courses in chemometrics data acquisition and treatment and design of experiments *Teaching Statistical Concepts* Anne Hawkins, Flavia Jolliffe, Leslie Glickman, 2014-09-19 There is growing recognition that statistics should be part of the core curriculum for the compulsory schooling of all children leading to a now urgent need for teachers to be trained in both statistical content and appropriate teaching methods This book lays the foundation for teacher s responses to these changes exploring how best to teach those applied skills which are now seen to be a more relevant part of the content of statistical courses *Creative and Critical Thinking* Edgar Moore, Hugh McCann, Janet McCann, 1985 Resources for Nursing Research Cynthia G. L. Clamp, Marie P. Ballard, Stephen Gough, 1994 **Statistics for Management and Economics** Gerald Keller, Brian Warrack, 2003 STATISTICS FOR MANAGEMENT AND ECONOMICS is the worldwide best selling business statistics text It is currently being used at hundreds of colleges and universities throughout the world This text teaches students how to apply statistics to real business problems through the authors unique three step approach to problem solving Students learn to IDENTIFY the right technique by focusing on the relationship between the problem and data type They then learn to COMPUTE the answer either by hand using Excel or using MINITAB Finally they INTERPRET the results in the context of the problem This approach enhances student comprehension as well as practical skills and offers maximum flexibility to instructors wishing to teach concepts by hand or with the computer or by using both hand and computer methods **For All Practical Purposes** Consortium for Mathematics and Its Applications (U.S.), 2003 The sixth edition of the acclaimed classroom favorite offer a number of new features to help instructors strenghten the mathematical literacy of their students **Statistics** David S. Moore, William Notz, 2009

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