

**Lingnan University**  
**Department of Computing and Decision Sciences**  
**Course Syllabus**

<b>Course Title</b>	:	Probability and Statistics 2
<b>Course Code</b>	:	CDS2001
<b>Recommended Study Year</b>	:	2
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Sectional Approach
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Required
<b>Prerequisite(s)</b>	:	(a) CDS1003 Probability and Statistics 1, or (b) BUS1102 Statistics for Business
<b>Co-requisite</b>	:	Nil
<b>Exclusion</b>	:	Nil
<b>Exemption Requirement</b>	:	Nil

**Brief Course Description:**

Probability and Statistics are fundamentals of quantitative analysis. This course covers statistical techniques for inferential statistics, such as estimation and hypothesis testing for population parameters. The topics covered include point estimate and interval estimate of population parameters, comparing means, non-parametric techniques and the use of statistical software for data science.

**Aims:**

The aim is to provide a solid basic understanding of inferential statistics for students in the Data Science programme. The student will be exposed to various kinds of statistical information. They will need to be able to collect, analyze, make use of and communicate this statistical information.

**Learning Outcomes (LOs):**

On completion of this course, students will be able to:

1. Identify the use of inferential statistics;
2. Apply inferential statistics in a wide variety of circumstances;
3. Analyse probability and statistical problems using statistical software.

**Indicative Contents:**

Samples and sampling distribution

Sampling techniques, Normal distribution and Central Limit Theorem.  
Sampling distribution for mean and proportion.

Estimation

Point and interval estimates for mean, proportion and standard deviation.  
Maximum likelihood estimation.

### Hypothesis Testing

Hypothesis testing for mean and proportion (one sample).

### Comparing samples

t-test for paired and unpaired samples, F-test for variance, One-Factor ANOVA, Two-way ANOVA, likelihood ratio test.

### Non-parametric test

Testing Goodness-of-fit, Wilcoxon signed rank test.

### Correlation and Regression Analysis

Product-moment correlation coefficient, Spearman's rank coefficient, Kendall's coefficient. Simple Linear Regression, forecasting and multiple Regression.

### Statistical Software Package

General features and operation.

### **Teaching Method:**

Basic concepts are discussed during class; theories are explained in terms of practical examples; Laboratory sessions are used to introduce computer software.

### **Assessment:**

Assignments	20%
Mid-term Test	20%
<u>Examination</u>	<u>60%</u>
Total	100%

### **Measurement of Learning Outcomes:**

1. Questions require conceptual understanding, data base analysis and case study are covered in the assignments. (LOs 1 – 3)
2. Questions require conceptual understanding and applications are assessed in both mid-term test and examination. (LOs 1 – 3)

### **Required/Essential Readings:**

1. Hogg, R. and Tanis, E., *Probability and Statistical Inference: Global Edition 9<sup>th</sup> ed.*, Pearson (Intl), 2015.

### **Recommended/Supplementary Readings:**

1. Black, K., *Business Statistics: For Contemporary Decision Making, 7<sup>th</sup>ed.* Wiley, 2012.
2. DeGroot, M. and Schervish, M., *Probability and Statistics: Pearson New International Edition, 4<sup>th</sup> ed.*, Pearson (Intl), 2013.
3. Donald, L.H. and Horrell, J.F., *Data, Statistics, and Decision Models with Excel*, John Wiley & Sons, Inc. 1998.
4. Levine, M., Szabat, K. A. & Stephan D. F., *Business Statistics – A First Course, 7th ed.*, Pearson, 2016

5. Moor, D. S. and McCabe, G. P., *Introduction to Statistics*, 3<sup>rd</sup> ed., W.H. Freeman and Company, 1998.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

## Rubric for Examination of CDS2001 – Probability and Statistics 2

Criteria	<b>Excellent 80% or above</b>	<b>Good 65% to under 80%</b>	<b>Satisfactory 50% to under 65%</b>	<b>Below Average 35% to under 50%</b>	<b>Poor 0% to under 35%</b>
Formulation of problem	Demonstrates a strong capability of formulating the problem in the context of probability & statistics theory	Demonstrates a good capability of formulating the problem in the context of probability & statistics theory	Demonstrates an adequate level of capability of formulating the problem in the context of probability & statistics theory	Demonstrates an inadequate level of capability of formulating the problem in the context of probability & statistics theory	Fails to demonstrate the capability of formulating the problem in the context of probability & statistics theory
Application of Statistical techniques	Demonstrates a strong understanding of statistical techniques and correct application of the techniques	Demonstrates a good understanding of statistical techniques and correct application of the techniques	Demonstrates an adequate level of understanding of statistical techniques and/or correct application of the techniques	Demonstrates an inadequate level of understanding of statistical techniques and/or correct application of the techniques	Fails to demonstrate an understanding of statistical techniques and/or demonstrates incorrect application of the techniques
Mathematical Accuracy	Able to apply the statistical techniques with 90-100% of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with almost all (80-89%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with most (70-79%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with a fair amount (51-69%) of the steps and solutions having no mathematical errors	Fails to understand the statistical techniques with the majority (>50%) of the steps and solutions having mathematical errors
Conclusion and interpretation of the results	Able to draw sensible conclusion based all of the statistical evidence and interpret the result in the context of the original problem	Able to sensible conclusion based on some of the statistical evidence and interpret the result in the context of the original problem	Show sittle understanding of the statistical evidence and/or ability to interpret the result in the context of the original problem	Shows little understanding of the statistical evidence and fail to interpret the result in the context of the original problem	Fails to make sense out the statistical evidence and to interpret the result in the context of the original problem

## Rubric for Midterm Test of CDS2001 – Probability and Statistics 2

Criteria	<b>Excellent 80% or above</b>	<b>Good 65% to under 80%</b>	<b>Satisfactory 50% to under 65%</b>	<b>Below Average 35% to under 50%</b>	<b>Poor 0% to under 35%</b>
Formulation of problem	Demonstrates a strong capability of formulating the problem in the context of probability & statistics theory	Demonstrates a good capability of formulating the problem in the context of probability & statistics theory	Demonstrates an adequate level of capability of formulating the problem in the context of probability & statistics theory	Demonstrates an inadequate level of capability of formulating the problem in the context of probability & statistics theory	Fails to demonstrate the capability of formulating the problem in the context of probability & statistics theory
Application of Statistical techniques	Demonstrates a strong understanding of statistical techniques and correct application of the techniques	Demonstrates a good understanding of statistical techniques and correct application of the techniques	Demonstrates an adequate level of statistical techniques and/or correct application of the techniques	Demonstrates an inadequate level of statistical techniques and/or correct application of the techniques	Fails to understand statistical techniques and/or incorrectly applies the techniques
Mathematical Accuracy	Able to apply the statistical techniques with 90-100% of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with almost all (80-89%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with most (70-79%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with a fair amount (51-69%) of the steps and solutions having no mathematical errors	Fails to apply the statistical techniques with the majority (>50%) of the steps and solutions having mathematical errors
Conclusion and interpretation of the results	Able to draw a sensible conclusion based all of the statistical evidence and interpret the result in the context of the original problem	Able to draw a sensible conclusion based on some of the statistical evidence and interpret the result in the context of the original problem	Shows little understanding of the statistical evidence and/or ability to interpret the result in the context of the original problem	Shows little understanding of the statistical evidence and fail to interpret the result in the context of the original problem	Fails to make sense of the statistical evidence and to interpret the result in the context of the original problem

## Rubric for Individual Assignment of CDS2001 – Probability and Statistics 2

Criteria	<b>Excellent 80% or above</b>	<b>Good 65% to under 80%</b>	<b>Satisfactory 50% to under 65%</b>	<b>Below Average 35% to under 50%</b>	<b>Poor 0% to under 35%</b>
Formulation of problem	Demonstrates a strong capability of formulating the problem in the context of probability & statistics theory	Demonstrates a good capability of formulating the problem in the context of probability & statistics theory	Demonstrates an adequate level of capability of formulating the problem in the context of probability & statistics theory	Demonstrates an inadequate level of capability of formulating the problem in the context of probability & statistics theory	Fails to demonstrate the capability of formulating the problem in the context of probability & statistics theory
Application of Statistical techniques	Demonstrates a strong understanding of statistical techniques and correct application of the techniques	Demonstrates a good understanding of statistical techniques and correct application of the techniques	Demonstrates an adequate level of understanding of statistical techniques and/or correct application of the techniques	Demonstrates an inadequate level of understanding of statistical techniques and/or correct application of the techniques	Fails to understand statistical techniques and/or incorrectly applies the techniques
Mathematical Accuracy	Able to apply the statistical techniques with 90-100% of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with almost all (80-89%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with most (70-79%) of the steps and solutions having no mathematical errors	Able to apply the statistical techniques with a fair amount (51-69%) of the steps and solutions having no mathematical errors	Fails to understand the statistical techniques with the smajority (>50%) of the steps and solutions having mathematical errors
Conclusion and interpretation of the results	Able to draw sensible conclusion based all of the statistical evidence and interpret the result in the context of the original problem	Able to draw a sensible conclusion based on some of the statistical evidence and interpret the result in the context of the original problem	Shows little understanding of the statistical evidence and/or interpret the result in the context of the original problem	Shows little understanding of the statistical evidence and fail to interpret the result in the context of the original problem	Fails to make sense out the statistical evidence and to interpret the result in the context of the original problem