**Assignment 1 – Using common graphics and tools – <u>Due April 24, 2008 in class</u> (in lieu of weekly example)**

Below is a partial table of data (also available at
http://www.ics.uci.edu/~redmiles/inf143-SQ08/week03/ in .xls format and tab separated
text). It contains fictitious data for students in a class: student id, major, class standing,
completion of prerequisites, numeric grade, and letter grade. For part of the assignment,
you should double the size of the table adding in your own data. The remainder of the
assignment is as follows. Using your favorite method, create a graphic answering each of
the following questions. Also, in each case, explain in 1-3 sentences why the graphic is
appropriate / good for answering the corresponding question.

A) Frequency / counting: How many students are in each major (in the class)?
B) Percentage: What percent of each major makes up the class?
C) Distribution: What is the distribution of the letter grades (A-F)?
D) Comparison: How did the performance of students with prerequisites compare to
students without them?

Remember to double the size of the table with your own imaginary data before doing the
graphs. Have fun with the data.

The point of the exercise is two-fold. First, you should learn how to use a common tool
(such as Excel) to do simple graphs. Second, you should learn to chose the best graphic
for answering common questions.

Starting Data

| Student ID | Major | Standing | Grade | Prerequisites? | Letters |
|---|---|---|---|---|---|
| 00101 | Computer Science | Junior | 82 | Y | B |
| 00105 | Economics | Sophomore | 95 | Y | A |
| 00107 | Computer Science | Junior | 84 | N | B |
| 00217 | Social Science | Freshman | 83 | N | B |
| 00218 | Computer Science | Senior | 76 | N | C |
| 01005 | Biology | Freshman | 92 | Y | A |
| 01702 | Chemistry | Junior | 93 | Y | A |
| 01802 | Physics | Senior | 86 | Y | B |
| 02001 | Medieval History | Freshman | 68 | N | D |
| 04001 | Art | Senior | 74 | N | C |
| 00501 | Social Science | Senior | 89 | N | B |