# Intro and First Day Stuff

## Lecture 1 - CMSE 381

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::
Dept of Computational Mathematics, Science & Engineering

Mon, Jan 12, 2026

# People in this lecture

**Dr. K**
Associate Professor, CMSE, MSU

**Haishen**
Graduate Student, CMSE, MSU

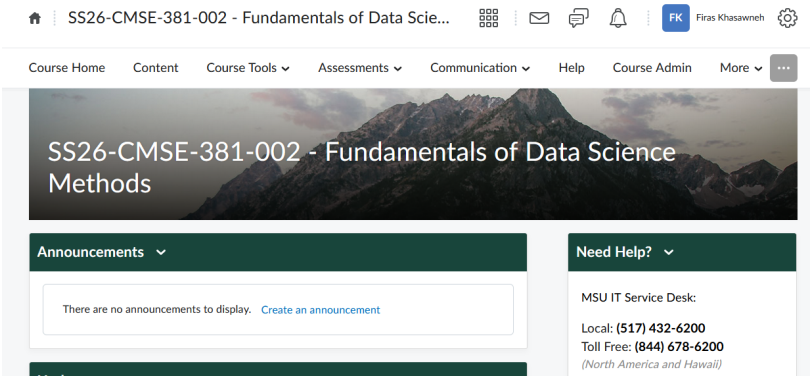
# What is this course about?

Topics:

- Fundamental concepts of data science
- Regression
- Classification
- Dimension reduction
- Resampling methods
- Tree-based methods, etc.

# D2L and where to find grades

https://d2l.msu.edu/d2l/home/2387928

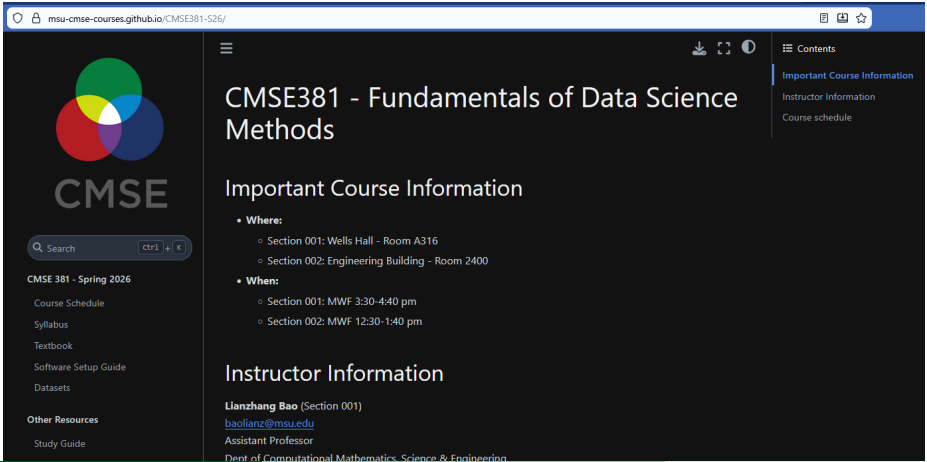


# Course Website and where to find slides and jupyter notebooks

https://cmse.msu.edu/CMSE381

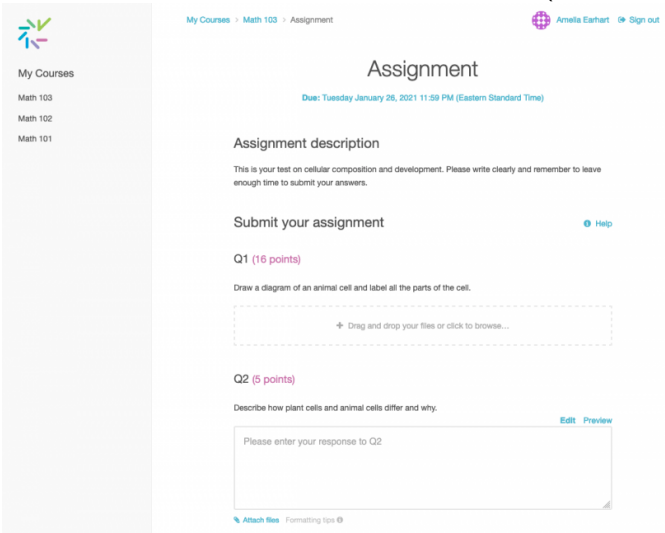
–or–

https://msu-cmse-courses.github.io/CMSE381-S26/

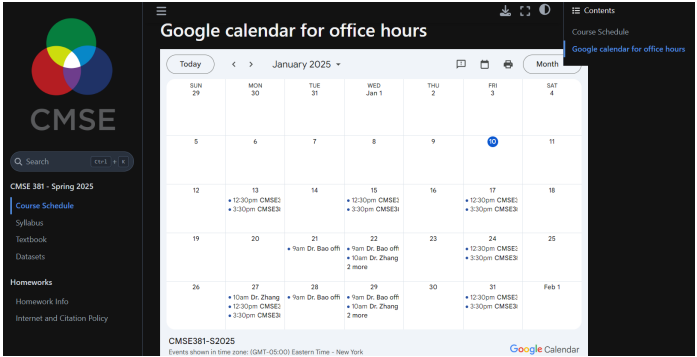


# Crowdmark and where we grade your quizzes/midterms

No URL: You will get an automated email from the system (and see it in your account)



# Office hours




*Dr. K* (Starting 1/20)

MWF 1:40 pm - 2:00 pm (In-person, EB2400)

Tue: 1:30-2:30 (Zoom)

https://msu.zoom.us/j/98717159065

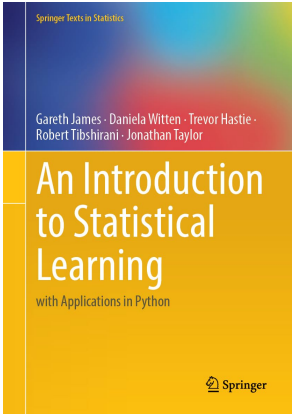
*Haishen Dai*

Time: TBD

# Textbook

**Free download**

https://www.statlearning.com/



# Class Structure

- Class is a combination of lecture time, and group work/coding time.
  - Bring computer every day
  - Jupyter notebooks
  - Python
- Once a week, there will be a short check-in quiz. This will be basic content realted to lectures since the last class. Possible questions include checking on definitions, or basic understanding of major ideas.
  - 10 points per quiz
  - Drop two lowest grades

# Class Structure Pt 2

- Homeworks due once a week, midnight of the day marked in the schedule (mostly Sundays).
  - 20 points per homework
  - Drop two lowest grades
  - Sliding scale:
    - ★ 24 hours late: 5% penalty.
    - ★ 48 hours late: 15% penalty.
    - ★ >48 hours: No late work accepted.
- Three Midterms
  - See schedule for dates
  - 100 points each
  - Not cumulative
- One Project
  - Analyze dataset using tools in class, submit written report
  - 100 points
  - Due at the end of the semester

# Basic Expectations

- attend each class for the full 70 min duration
- take detailed notes on, or beside, the skeleton slides provided.
- complete the jupyter notebook in class.
- read the assigned textbook chapters listed in the course schedule (on course website).
- actively participate in group work and interactive Q&A sessions.
- complete all homework assignments, quizzes, exams, and a semester project.

# Approximate schedule

Up to date version: https://msu-cmse-courses.github.io/CMSE381-S26/Course_Info/Schedule.html

| Lec # | | Date | Topic | Reading | HW | Pop Quizzes | Notes |
|---|---|---|---|---|---|---|---|
| 1 | M | 1/12 | Intro / Python Review | 1 | | | |
| 2 | W | 1/14 | What is statistical learning | 2.1 | | Q1 | |
| 3 | F | 1/16 | Assessing Model Accuracy | 2.2.1, 2.2.2 | | | |
| | M | 1/19 | MLK - No Class | | | | |
| 4 | W | 1/21 | Linear Regression | 3.1 | | Q2 | |
| 5 | F | 1/23 | More Linear Regression | 3.1 | HW #1 Due Sun 1/25 | | |
| 6 | M | 1/26 | Multi-linear Regression | 3.2 | | Q3 | |
| 7 | W | 1/28 | Probably More Linear Regression | 3.3 | | | |
| 8 | F | 1/30 | Last of the Linear Regression | | | | |
| 9 | M | 2/2 | Intro to classification, Bayes classifier, KNN classifier | 2.2.3 | HW #2 Due Sun 2/1 | Q4 | |
| 10 | W | 2/4 | Logistic Regression | 4.1, 4.2, 4.3.1-3 | | | |
| 11 | F | 2/6 | Multiple Logistic Regression / Multinomial Logistic Regression | 4.3.4-5 | HW #3 Due Sun 2/8 | | |
| | M | 2/9 | ***Project Day & Review*** | | | | |
| | W | 2/11 | **Midterm #1** | | | | |
| 12 | F | 2/13 | Leave one out CV | 5.1.1, 5.1.2 | | | |
| 13 | M | 2/16 | k-fold CV | 5.1.3 | | | |
| 14 | W | 2/18 | More k-fold CV | 5.1.4-5 | | Q5 | |
| 15 | F | 2/20 | k-fold CV for classification | 5.1.5 | | | |
| 16 | M | 2/23 | Subset selection | 6.1 | | | |
| 17 | W | 2/25 | Shrinkage: Ridge | 6.2.1 | | | |
| 18 | F | 2/27 | Shrinkage: Lasso | 6.2.2 | HW #4 Due Sun 3/1 | | |
| | M | 3/2 | Spring Break | | | | |
| | W | 3/4 | Spring Break | | | | |
| | F | 3/6 | Spring Break | | | | |
| 19 | M | 3/9 | PCA | 6.3 | | | |
| 20 | W | 3/11 | PCR | 6.3 | | Q6 | |
| | F | 3/13 | ***Review*** | | HW #5 Due Sun 3/15 | | |
| | M | 3/16 | **Midterm #2** | | | | |
| 21 | W | 3/18 | Polynomial & Step Functions | 7.1-7.2 | | | |
| 22 | F | 3/20 | Step Functions; Basis functions; Start Splines | 7.2-7.4 | | | |
| 23 | M | 3/23 | Regression Splines | 7.4 | | | |
| 24 | W | 3/25 | Decision Trees | 8.1 | HW #6 Due Wed 3/25 | Q7 | |
| 25 | F | 3/27 | Random Forests | 8.2.1, 8.2.2 | HW #7 Due Sun 3/29 | | |
| 26 | M | 3/30 | Maximal Margin Classifier | 9.1 | | | |
| 27 | W | 4/1 | SVC | 9.2 | | Q8 | |
| 28 | F | 4/3 | SVM | 9.3, 9.4 | HW #8 Due Sun 4/5 | | |
| 29 | M | 4/6 | Single Layer NN | 10.1 | | | |
| 30 | W | 4/8 | Multi Layer NN | 10.2 | | Q9 | |
| 31 | F | 4/10 | CNN | 10.3 | HW #9 Due Sun 4/12 | | |
| 32 | M | 4/13 | Unsupervised learning / clustering | 12.1, 12.4 | | Q10 | |
| 33 | W | 4/15 | Virtual: Project Office Hours | | | | |
| | F | 4/17 | ***Review*** | | | | |
| | M | 4/20 | **Midterm #3** | | | | |
| | W | 4/22 | | | | | |
| | F | 4/24 | | | **Project Due** | | |
| | | | | | | | |
| | | | | | | | |
| | | | **No final exam** | | | | |

# Grade distribution

| | *Estimated Points* |
|---|---|
| Homeworks | (9 homeworks - 2 lowest grades) $\times$ 20 points $=$ 140 |
| Quizzes | (10 Quizzes - 2 lowest grades) $\times$ 10 points $=$ 80 |
| Midterm | (3 Midterms) $\times$ 100 $=$ 300 |
| Final Project | 100 |
| TOTAL: | 620 (Subject to change!) |

Section 1

## Intro to class

# What is Statistical Learning?

**Statistical Learning**

- Subfield of statistics
- Emphasizes models and their interpretability, precision, and uncertainty

**Machine Learning**

- Machine learning has a greater emphasis on large scale applications and prediction accuracy.

*Nowadays....to sound pedantic or techie?*

# Why should you care?

Data is everywhere, getting more complicated and useful. Learning how to analyze data is critical.

- Web data, e-commerce (Amazon, JD, Alibaba)
- Car sales (Tesla, Ford, and GM)
- Sports team (MSU, Lions, etc)
- Politics and government
- Image, videos, text
- even fancier data in biomedicine

# Learning Tools as Black Boxes? Or Math Apocalypse?

- Need to understand the machinery enough to
  - know what tool to use
  - know how to interpret output of the tool
- Don't need to rebuild the entire box from scratch

# Example: Email spam

| | george | you | your | hp | free | hpl | ! | our | re | edu | remove |
|---|---|---|---|---|---|---|---|---|---|---|---|
| spam | 0.00 | 2.26 | 1.38 | 0.02 | 0.52 | 0.01 | 0.51 | 0.51 | 0.13 | 0.01 | 0.28 |
| email | 1.27 | 1.27 | 0.44 | 0.90 | 0.07 | 0.43 | 0.11 | 0.18 | 0.42 | 0.29 | 0.01 |

if (%george $< 0.6$) & (%you $> 1.5$) then spam else email.

if $(0.2 \cdot$ %you $- \ 0.3 \cdot$ %george$) > 0$ then spam else email.

# Supervised learning

- Outcome measurement $Y$ (also called dependent variable, response, target, label).
- Vector of $p$ predictor measurements $X$ (also called inputs, regressors, covariates, features, independent variables).
- In the regression problem, $Y$ is quantitative (e.g price, blood pressure).
- In the classification problem, $Y$ takes values in a set of distinct categories (survived/died, cancer class of tissue sample, types of language).

# Unsupervised learning

- No outcome variable, just a set of predictors (features) measured on a set of samples.
- Objective is fuzzier: often explore the intrinsic relation between samples (e.g.,clustering) or features (e.g. dimensionality reduction)
- Difficult to know how well you are are doing
- Different from supervised learning but can be useful as a pre-processing step for supervised learning.

# Generative AI discussion

Definition via Wikipedia:

> *Generative artificial intelligence (AI) is artificial intelligence capable of generating text, images, or other media, using generative models. Generative AI models learn the patterns and structure of their input training data and then generate new data that has similar characteristics.*

Examples:

- ChatGPT
- Bard
- DALL-E

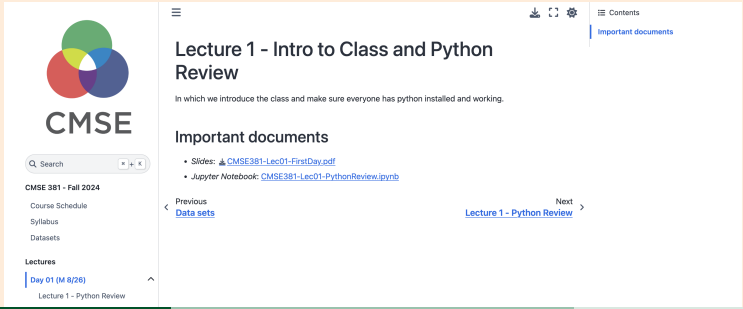
- Get in a group of about 4.
- Open this google doc: tinyurl.com/CMSE381-S26-genAI
- In your group, brainstorm cases where someone might use generative AI in the context of our class.
- Once you have added a few, start adding arguments for or against whether we should allow the use of that context in class.

Section 2

# Python Review Lab: Pt 1

# Plan for the lab

- Find a group of 4 or so.
- Find the class website (cmse.msu.edu/CMSE381) or (msu-cmse-courses.github.io/CMSE381-S26/) and download the jupyter notebook for the Python Review Lab.
- Get started!



# Next time

- Weds: What is statistical learning? (Reading 2.1)
- First HW Due Sunday, 1/25
- Quiz sometime **this** week
- Office hours:
  - Most up-to-date on the website
  - Starting next week

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