

MATH 113 – Introduction to Applied Statistics

Fall 2020 Course Syllabus

James Jones, Professor of Mathematics

Mathematics, Science, and Business Division – Richland Community College

Because of COVID-19 restrictions, if you are coming to campus, you must prescreen and be approved at <https://www.richland.edu/prescreen>

Updated information regarding Richland's response to COVID-19 can be found on the College's coronavirus page at <https://www.richland.edu/coronavirus>

Course Meeting Information

The course runs from August 17 through December 11, 2020. Final Exams will be the week of December 7.

This is an online course and does not meet face-to-face. The Canvas learning management system will be used. There is an online student orientation to Canvas and the College that must be completed prior to obtaining access to your courses in Canvas.

Attendance is determined by submission of assignments within Canvas. Assignments will be due throughout the week and you should expect to dedicate a minimum of 12 hours per week to this course.

Instructor Information

James Jones, Professor of Mathematics

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Canvas: <https://richland.instructure.com>

The best way to contact the instructor is through Canvas or by email. Do not leave a voice mail as it will not reach the instructor in time to help.

Questions that can benefit or be answered by your classmates should be posted in Piazza.

Office Hours

Office hours will be held by Zoom meeting. Office hours are tentatively scheduled for the times listed below. This is very much open to change depending on student and teacher availability. Additional information will be provided inside Canvas about office hours.

- Monday, Wednesday, Friday: 1:00 pm – 1:50 pm
- Tuesday, Thursday: 10:00 pm – 10:50 pm (yes, PM)

Text

Introductory Statistics with Randomization and Simulation, 1st edition. David M. Diez, Christopher D Barr., and Mine Çetinkaya-Rundel. OpenIntro. ISBN 978-1-50057-669-1 (required)

Download a free PDF version of the textbook from <https://www.openintro.org>. If you would like a printed (non-color) version of the textbook, you can rent it for a few dollars from the College Bookstore or buy it new on [Amazon for \\$8.49](#).

The choice of using a printed textbook vs an electronic one is completely up to the student. Use whichever one works better for you.

Student Audience

Transfer students in all disciplines. This is a general education course that meets the mathematics requirements for graduation, it does not lead to another course in statistics.

Prerequisite

The prerequisite for Math 113, Introduction to Applied Statistics, is eligibility for ENGL 101 and one of the following: 1) MATH 098 with a C or better grade and MATH 095 with a C or better grade or one year of high school geometry, (2) satisfactory score on the mathematics placement exam, (3) a score of 22 or higher on the math ACT within three years of enrollment, and (4) a score of 560 on the math SAT within three years of enrollment.

Course Description

MATH 113 - Introduction to Applied Statistics

Hours: 4 lecture - 0 lab - 4 credit

Math 113 is a general education statistics course that uses current technology to allow focusing on mathematical understanding instead of routine calculations. Descriptive statistics covered include frequency tables, graphs, and measures of location and variation. Topics from probability include probability rules, counting techniques, and probability distributions. Inferential statistics coverage includes estimation, confidence intervals, hypothesis testing, and probability values. Statistical methods covered include the one and two sample t-tests, one and two proportion tests, chi-square goodness of fit and test for independence, correlation, regression, and analysis of variance. This course makes heavy use of technology to solve real-world applications.

Applicable toward graduation where program structure permits.

- Certificate or degree: All certificates, A.A.S., A.L.S., A.A, A.S.
- Group requirement: Mathematics
- Area of Concentration: Not applicable.

Illinois Articulation Initiative (IAI)

The Illinois Articulation Initiative is a statewide transfer agreement. Their website is at <http://www.itransfer.org>.

Math 113, Introduction to Applied Statistics, satisfies the Illinois Articulation Initiative Definition of a General Education Mathematics Course. It corresponds to M1902, General Education Statistics.

The IAI course description was updated for the Fall 2018 semester and the new description closely matches the Richland course, which had already implemented many of the recommendations.

M1902: General Education Statistics (3-4 semester credits)

This course focuses on statistical reasoning and the solving of problems using real-world data rather than on computational skills. The use of technology-based computations (more advanced than a basic scientific calculator, such as graphing calculators with a statistical package, spreadsheets, or statistical computing software) is required with an emphasis on interpretation and evaluation of statistical results. Topics must include data collection processes (observational studies, experimental design, sampling techniques, bias), descriptive methods using quantitative and qualitative data, bivariate data, correlation, and least-squares regression, basic probability theory, probability distributions (normal distributions and normal curve, binomial distribution), confidence intervals and hypothesis tests using p-values.

Prerequisite: A student in this course should be college-ready in mathematics as assessed by local institutions (for example: Intermediate Algebra with a C or better, placement, co-requisite course, multiple measures, transitional mathematics competencies, PMGE, or professional organization recommendations, etc.). Policies on the acceptance of AP credit vary among academic programs and from institution to institution, so AP credit toward the GECC or major requirements is not guaranteed. A score of 3 or higher on the AP Statistics exam may be considered as equivalent to successful completion of postsecondary courses approved for IAI GECC M1 902

GAISE College Report

The [Guidelines for Assessment and Instruction in Statistics Education \(GAISE\) College Report](#) was written in 2005 and updated in 2016 and is endorsed by the American Statistical Association (ASA) and the American Mathematical Association of Two-Year Colleges (AMATYC). It presents a guideline of what should be contained in an introductory statistics course.

GAISE Recommendations

There are six recommendations of the GAISE report. This course focuses on achieving these recommendations:

- Teach statistical thinking.
- Focus on conceptual understanding.
- Integrate real data with a context and a purpose.
- Foster active learning.
- Use technology to explore concepts and analyze data.
- Use assessments to improve and evaluate student learning.

GAISE Goals

In addition, there are nine goals listed in the GAISE report that this course seeks to meet.

- Students should become *critical readers* of statistically-based results reported in popular media, recognizing whether reported results reasonably follow from the study and analysis conducted.
- Students should understand the *investigative process* through which statistics works to answer questions.
- Students should be able to produce *graphical displays* and interpret what graphs do and do not reveal.
- Students should recognize and be able to explain the central role of *variability* in statistical tendencies and associations.
- Students should recognize and be able to explain the central role of *randomness* in designing studies and drawing conclusions.
- Students should gain experience with how *mathematical models*, including multivariable models, are used in statistics.
- Students should demonstrate an understanding of, and ability to use, basic ideas of *statistical inference*, both hypothesis tests and interval estimation, in a variety of settings.
- Students should be able to interpret and draw conclusions from standard output from *statistics software*.
- Students should display an awareness of *ethical issues* associated with sound statistical practice.

Course Objectives

In addition to the goals and objects defined in the GAISE report, upon successful completion of this course, a student should be able to:

- Create and interpret graphical representations of data.^{1,3,4}
- Use technology when appropriate and know the limitations of technology.³

- Work collaboratively with others towards the completion of a common goal.^{1,2,3,4}
- Use deductive reasoning and critical thinking to solve problems.⁴
- Apply common sense to mathematical problems.⁴
- Determine whether a statement can be proved or must be assumed.³
- Plan an experiment, gather and analyze the data, and interpret the results.^{1,2,3,4}
- Explain the statistical results using common language.^{1,2}
- Read a scenario and determine the proper statistical method for analyzing the data.
- Effectively communicate the student's understanding of the subject.^{1,2}

The numbered superscripts refer to the Richland Cross-Disciplinary Outcomes addressed by that objective.

Richland Cross-Disciplinary Outcomes

Richland Community College has established some outcomes for degree-seeking students. These are not necessarily completed within a single course, but should be demonstrated and assessed at some point before the student graduates. Richland may utilize anonymous student work samples for outcomes assessment and continuous improvement of courses and programs.

Richland Community College's cross-disciplinary outcomes are:

1. The degree-seeking student will communicate effectively in writing.
2. The degree-seeking student will orally communicate effectively.
3. The degree-seeking student will access, evaluate, and appropriately use information in research and applied contexts.
4. The degree-seeking student will think critically and creatively.

Topical Outline

This course will cover the topics listed below, which are tied to the textbook. The times spent on each topic are approximate as material may be reordered, intermixed, or repeated. In particular, the textbook introduces inference early and includes many of the ideas from probability that are used in inference there, rather than in the separate chapter on probability.

Data – 10 hours

- Introduction to the statistical process
- Context of data including cases and variables
- Classification of data: numeric vs categorical; levels of measurement
- Population vs Sample; Types of sampling, Anecdotal evidence
- Charts and graphs: Frequency tables, scatter plots,
- Relationships between variables: association, causation, scatter plots, explanatory vs response variables

- Observational studies vs experiments.
- Experiments: Control vs treatment, randomized experiments, role of random assignment in establishing cause
- Graphing numeric data: scatter plots, dot plots, histogram, boxplots, choropleths
- Describing numeric data: mean, median, mode, variance, standard deviation, interquartile range, symmetry, skewness, outliers
- Graphing categorical data: frequency tables, contingency tables, bar charts, segmented bar charts, mosaic plots, alternatives to pie chart
- Describing categoric data: proportions, joint probabilities, conditional probabilities

Foundation for Inference – 17 hours

- Null and alternative hypotheses
- Bootstrapping and randomization testing to simulate null hypothesis and create the null distribution
- Probability values and statistical significance
- Type I and II decision errors
- Choosing a significance level and why $\alpha = 0.05$ is the default
- Two-sided hypotheses, two-tailed p-values, and why hypotheses should be formed before looking at the data
- Sampling distributions and the Central Limit Theorem for means and proportions
- Normal distributions, 68-95-99.7 rule
- Standardizing scores, looking up probabilities
- Graphical means of checking normality assumption including histograms and probability plots
- Standard errors vs standard deviations.
- Confidence intervals including 2SD rule of thumb for estimating margin of error
- Three approaches to hypothesis testing: confidence intervals, probability values, and classical
- Importance of checking conditions

Probability – 4 hours

- Defining probability: relative frequency, law of large numbers.
- Probability rules: complements, addition rule, multiplication rule
- Conditional probabilities
- Counting techniques: factorials, partitioning (distinguishable permutations)
- Demonstrating difficulty finding exact probabilities and establishing need for simulation and modeling
- Random variables and probability distributions

Categorical Data – 8 hours

- Inference for a single proportion, 1 proportion z-test
- Difference of two proportions, 2 proportion z-test
- Testing for goodness of fit using chi-square, chi-square goodness of fit test
- Testing for independence in two-way tables, chi-square test for association

Numerical Data – 11 hours

- Student's T distributions
- Inference for a single mean, 1 sample t-test
- Paired data, paired samples t-test, dependent means
- Difference of two means, 2 sample t-test, independent means,
- Difference in several means, 1-way ANOVA, 2-way ANOVA

Correlation & Regression – 13 hours

- Line Fitting, residuals, and correlation
- Fitting a line by least squares regression, finding slope and y-intercept
- Types of outliers and their potential problems.
- Inference for linear regression, ANOVA table
- Introduction to multiple regression, table of coefficients, ANOVA table, summary statistics
- Choosing an appropriate multiple regression model

Course Expectations

Student Expectations of Instructor

Here are some things you can expect from the instructor.

- The instructor will be present in the course. This is not a correspondence course; the instructor will be checking the course daily. The instructor may occasionally provide guidance in the discussions, but the goal is for the students to run with those.
- Responses to email or Canvas messages will occur in a timely manner, usually within a few hours, but at most by the next day.
- Assignments will be graded within 3 days of submission.
- The instructor will provide guidance and direction on assignments, but will usually steer the student towards the answer rather than just providing the correct answer. Understanding the problem and process is more important than just getting the answer.
- When the instructor makes a mistake, he will admit it and not blame Canvas or other technology for his mistakes. Be aware that the explanation of the mistake may include his frustration with the technology, but he will accept blame if it is really his mistake. If the mistake warrants, adjustments may be made.

- The instructor will treat students with civility and respect. As an online course, there is great potential for misunderstanding. Electronic communication is more difficult than in-person communication and communicating mathematics electronically is even more difficult because of the special symbols, formatting, and language. It is easy to mistake something said and blow it out of proportion. The instructor does not intend to offend anyone, so if you're taking something that way, please accept my apologies ahead of time and then ask for clarification.

Instructor Expectations of Student

Here is what is expected out of students in this course.

- Students will communicate with the instructor. Life-events happen, but the instructor needs to know about them as soon as possible when they are going to interfere with learning. Do not just disappear from the course for a while.
- Students will be civil and respectful of all persons in the course.
- Students will be present in the course on near-daily basis. There may be a few times where you miss a day, but you should be in the course at least four (4) times a week. This is not a course where you can check in every few days or just on the weekend and succeed.
- Students will monitor Canvas and their student emails and respond to the instructor or other classmates in a timely fashion.
- If a student contacts the instructor for help and then figures it out before the instructor has a chance to respond, the student will notify the instructor that the problem has been resolved or that help in a different area is needed.
- Students will read the book, watch the videos, and read the material in Canvas before contacting the instructor for help. Many of the questions that students have are already answered in the online material and you can find them faster yourself than you can by contacting the instructor and waiting for a response.
- Students will use Piazza to ask non-private messages. This allows other students to benefit from and potentially answer the questions.
- When a student contacts the instructor for help, the student should be prepared to show what has been attempted or already accomplished. The student should be specific in his or her requests. Do not send a request for help that just says, for example, "I don't understand derivatives." While you may be lost, that is a larger request than can be solved by email and it provides no place for the instructor to begin.
- Students will be academically honest in their work. Among other things, this means that you will complete your own homework and take your own exams. You are welcome to receive help on homework, projects, and discussions, but the exams need to be yours.
- Students will seek help if there are technology issues.

Type of Instruction

Instruction in this course will primarily occur through project-based learning. Along with this, we will use discussion, problem solving, activities, individual and group work, student questions, student participation, reading, interactive quizzing, and lecture. Students are expected to have read the material before class and are strongly encouraged to come to class with a list of questions and to ask these questions. A substantial portion of this class will involve collaborative work with other students.

Students learn the material at a deeper level of processing when they are required to think and draw connections between things. The instructor will rarely answer a question directly because it often leads to superficial memorization and not deeper understanding. Instead, when the student asks a question, the instructor will usually ask one back in an effort to guide students toward making the connections needed to answer the question. In other circumstances, the instructor will direct the student towards asking the correct question to increase understanding.

Method of Evaluation

Evaluation could include any of the following: problem solving exams, objective exams, essays, research papers, oral presentations, group projects, individual projects, participation, activities, quizzes, and homework.

General Philosophy

There will be no traditional, high-stake exams in this course aside from the comprehensive final exam, which only counts as much as two regular quizzes. Those encourage students to put off studying until the exam and statistics, as well as all mathematics, is cumulative in nature. Failure to learn material one week means that you will have trouble understanding the material the next week.

Instead of a few high-pressure exams after a month of material, this course takes the opposite approach and strives to have many frequent, but low-stake assignments. There will be multiple quizzes, projects, weekly discussions, and even some participation points. There will be enough of them that doing poorly on one or two shouldn't seriously impact your final score.

In contrast, that means that you won't be able to sit back and do nothing for a month until the exam comes. There will almost always be something going on in the class. Attendance and active participation in the class will be crucial to your success.

Holistic Grading

This class will involve a lot of writing and explanation of the statistics. There is not always a single correct answer and so interpretation plays a bigger role than it would in an algebra class.

That means that much of what you do in this class is subjective, not objective, and that makes grading a little more ambiguous.

To help define grading a little better, there is a rubric that will be applied to discussions and projects in the class. That rubric has just a single row, the overall score. This is called holistic grading – grading on the entire project, not on individual components.

Rating	Score	Description
Awesome	105%	Exceptional job that really impresses the teacher
Good	90%	Beyond what was required
Okay	75%	Satisfactory completion of requirements
Fair	60%	Almost there, but needs some development
Poor	45%	Minimal attempt at completing assignment
None	0%	Did not participate or submission nowhere close to assignment

There is also the opportunity for extra credit with each assignment that is graded using this rubric. To get an A, you need to do mostly *good* with an occasional *awesome*.

Homework

Generally speaking, you are not assigned problems from the textbook to work each night like in an algebra class. That said, there may be assignments that you need to work on at home and sometimes bring back to class.

If graded, they will be incorporated into one of the other categories, rather than having a category of their own.

Concepts (45% of grade)

This course will use a non-traditional approach to evaluation. There will be no exams aside from the final exam, instead we will use activities and quizzes to assess your progress and understanding of the material.

Canvas Quizzes

Quizzes within Canvas are the primary method of assessing concepts. These are usually untimed with multiple-attempts and are open for more than one day.

Quizzes typically remain open for at least one day after they are due in case students forget to take the exam or have some situation arise. After that, they are closed and cannot be made up.

Your final score for multiple-attempt quizzes will be the average of the scores on each attempt. Students may have an opportunity to use the highest score instead of the average score on each exam.

Be aware that if you begin a quiz but do not finish it before the time runs out that Canvas will autosubmit it when it is due and give you 0 points for any unanswered questions.

Most of the quizzes start off with instructions about where to look for help working the quiz. You should make sure you read and understand that material before you attempt the quiz. If you miss questions on the quiz, figure out what went wrong before you attempt it again.

Some quizzes have multiple-part questions. When you miss these, Canvas will tell you the score so you can figure out how many parts were right, but not which parts you missed. This is a source of frustration to the students who want to know what they did right so they can focus on what they did wrong. This approach is not good for learning and mastering the material as it discourages establishing the relationships between the parts. Instead, review and rework the entire problem.

In this course, Canvas quizzes may be printed, worked on paper, and then the answers results entered into Canvas. There is no time limit and if you print it out and come back later, you'll be given the same quiz. The quiz only changes once you submit it.

Final Challenge

There are no exams in this course except for the final. It is a multiple choice quiz inside Canvas that counts for 25 points, about double a typical quiz.

It is over the basic level of inference from the fundamentals of hypothesis testing (the stuff we spent 3 months talking about). It counts

The final challenge may not be dropped from the grades.

Projects (35% of grade)

Another major component of the course will be projects.

Projects may be turned in up to two weeks after the due date, but your grade may suffer since it's hard to be *awesome* when it's late. Absolutely no late work will be accepted after the final.

Some projects will involve posting material to a Canvas discussion for the class to review and provide feedback. This blurs the line between what a project is and what a discussion is and assignments will fall into whichever category seems more appropriate and depending on whether late work will be accepted.

Projects will be graded using the holistic grading rubric described earlier.

Students may have an opportunity to drop a project.

Discussions (10% of grade)

The federal government wants to see substantial student-to-student interaction each week in an online course. In this course, it will occur primarily in the form of online discussions held within Canvas although there may be some other ways to demonstrate interaction.

We may be able to demonstrate interaction through Piazza. Piazza is an online discussion tool that students should use to ask questions and then other students can go in and provide answers to each other. Piazza is designed like a wiki where the single best answer comes is kept, so it will depend on the reporting capabilities of Piazza as to whether this can be used to demonstrate student-to-student interaction.

There will be discussions in this course. These discussions involve critical thinking and will involve current events or topics from the course.

Most of these discussion questions are in post-first format. That means that you post your initial response before you can see what other students have said. Then you carry on a discussion with the class about the question and responses.

Participating in the discussions is not simply a matter of going in and make a post. Neither is there a set number of posts that you must make. Instead, you should establish a pattern of ongoing and meaningful communication throughout the allowed time frame. Students who wait until the assignment is almost over to post their comments end up robbing the other students of the ability to reply to their comments, effectively getting the "last word" because of timing, not because of merit.

In an ideal world, students would go into the discussion as soon as it became available and continue to discuss until it was finished. We do not live in a perfect world. What happens is that there is a group of students who only look at the To Do list when deciding when to work on assignments and would wait until the discussion was almost over to write their initial post.

Based on end-of-term feedback from students, we are trying something different this semester with the discussions. The due date in Canvas will be for the initial post rather than for the end of the discussion.

Canvas does not allow multiple due dates for a single assignment, so students will need to remember to participate in the discussion after their initial post.

Discussions will be graded holistically, rather than specifying a certain portion of your grade for the initial post, the follow-up discussion, turning things in on time, and participating on multiple days. So there will be one due date, at the end of the discussion, but realize that you need to be participating in the discussion all week long, not just the day it's due, if you want to get a good grade for it.

The expectation is that once the discussion is over that people will not be going back in and responding, certainly not holding a conversation. For this reason, late work will not be accepted after the discussion closes, which will be a few days after the initial post is due.

The purpose of the discussions is to assist in learning the material. It is not to attack other students or make them feel stupid, but to help them understand while strengthening your own understanding of the material. If you need to disagree with what someone else has posted, then do so with a civil and respectful tone. Understand that your issue is with what the other person has written, not with the other person.

Some projects will involve posting material to a Canvas discussion for the class to review and provide feedback. This blurs the line between what a project is and what a discussion is and assignments will fall into whichever category seems more appropriate and depending on whether late work will be accepted.

Discussions will be graded using the holistic grading rubric described earlier.

There is a possibility that the lowest scoring discussion will be dropped.

Activities (10% of grade)

Some of these activities will be participation activities where you get full points for completing the activity. Others will be graded based on how well you perform in the activity. You will know which type the activity is before you complete it.

Most of these cannot be made up if you do not complete them on time.

There is a very high probability that the lowest scoring activity will be dropped.

Grading Policy

Letter grades will be assigned to final adjusted scores as follows:

A: 90–100% B: 80–89% C: 70–79% D: 60–69% F: below 60%

Final scores are rounded to the nearest integer before determining the grade, so a 79.5% will round up to 80% and be considered a "B".

Gradebook

All grades will be entered into and maintained within the Canvas learning management system.

When you look at your grades in Canvas, there may be a + or - after the letter grade (example, B+ or C-). The plus or minus after the letter grade is informational and intended to be used as an encouragement or a warning that you might be able to move up or that you are in danger of slipping down. However, the final grades in the course will not contain a + or a -, just the letter grade, and an 80.1% is as much of a B as an 88.7% is.

Canvas has a What-If feature that allows you to play around with your grades. If you are concerned about your grades, see the instructor.

Grade Changes

Scoring is subject to revision if mistakes are found in the grading. This is especially true with Canvas quizzes where there may be problems with questions that need regrading. Your grade may increase or decrease when this happens. For this reason, you should strive to do better than the minimum needed.

The potential for some extra credit is already built into the system as the grading rubrics for projects and discussions have an *Awesome* category that awards 105% of the possible points. The interactive classroom quizzes get a 10% discount, so that is another opportunity for recovering points.

Late Work

Full details about each type of grade, including the late work policy, can be found in the Method of Evaluation section.

Generally speaking, technology or life issues are not an excuse for accepting late work, especially when you have several days to work on something. Procrastination is not conducive for effective learning and should not be encouraged; it has a cascading effect where students continue to fall farther and farther behind.

No late work will be accepted after the final.

Dropping Grades

The instructor would like to implement a system where students earn points by doing things that are beneficial to learning. Then those students could redeem the points for things like dropping one or more grades in an assignment group or using the highest grade on a quiz rather than the lowest. The more points you earn, the more prizes you could redeem them for.

Activities would be things that you should be doing anyway, like going into the classroom, reading content, watching videos, submitting assignments, responding to communication from the instructor, retaking quizzes, etc.

There are some technology obstacles in the way that the instructor needs to resolve before he can implement this. This is why the syllabus doesn't provide definite statements about things being dropped. It would also involve rewriting the entire gradebook since some students would be dropping grades and others would not.

If the instructor cannot get things figured out, then we will likely drop one concept quiz and one discussion. If he gets it figured out, there's a potential for much more.

Written Work

All written work should be submitted in electronic form. There should be a cover page with the title of the assignment and the student's name. Headings should be used appropriately to mark-up the document. All reference works used, including books, videos, websites, etc., are to be cited using APA style – do not use MLA. All work is to utilize the English language correctly. It is suggested that the Academic Success Center be utilized for assistance in the preparation of written work. If written work is submitted late, the instructor may take appropriate deductions from the grade.

Attendance / Engagement Policy

Participation vs Attendance

Online students are subject to the same attendance requirements as a traditional face-to-face course, but since there are no class meetings to attend, it must be redefined to mean active participation in the course.

Student attendance in an online course is defined as *active participation* in that course as described in the course syllabus. Here is that definition:

Active participation may include posting to discussion forums, submitting assignments, and completing quizzes or exams. Logging into the course or viewing content does not satisfy the definition of active participation.

Online Attendance Policy

Regular attendance and participation is essential for satisfactory completion of this course. You need to be actively involved in this course several times a week, if not daily. You need to regularly monitor your Canvas inbox and Richland email for notifications and information.

Students who do not communicate with the instructor and have irregular or infrequent attendance, miss the first day of class, or miss any two consecutive days may be dropped.

Students who, because of excessive absences, cannot complete the course successfully, are required to be administratively dropped from the class at midterm. If a student stops attending after midterm, it is the student's responsibility to withdraw to avoid an "F". Do not stop participating and assume that you will be withdrawn from the class by the instructor.

Although dropping students for non-attendance at midterm is required, students whose participation in the course is occasional or sporadic may be dropped from the class at any point during the semester at the instructor's discretion. The safest way to make sure you're not dropped for non-attendance is to continue to actively participate in the course.

The student is responsible for all assignments, changes in assignments, or other information

given in the course. Regularly and frequently monitor your communications for updates or changes, but communicate with your classmates to get notes and other information.

Time Requirements

In [34 CFR 600.2](#), the federal government requires that the amount of student work for a credit hour reasonably approximates not less than one hour of class and two hours of out-of-class work per week for each semester hour. That is, there are three (3) hours of material per week for each credit hour.

Since this is a four (4) credit hour course, you are expected to spend a minimum of 12 hours per week on this course.

You should expect to spend a minimum of 12 hours per week on this course.

If you are taking 15 credit hours, then you should expect to spend at least 45 hours a week on course work. That is the equivalent of a full-time job. The government considers that if you are taking 15 credit hours, then being a student is your full-time job.

According to the federal regulations, this target is a minimum, not an average.

Failure of the course to meet these time requirements could result in loss of program integrity, forcing the college to recover federal financial aid, and ultimately loss of accreditation.

At face value, it sounds overwhelming and impossible, but the time includes reading the book, watching videos, working on homework and projects, and participating in discussions.

The point is to manage your time effectively so that you don't feel the course is overwhelming.

Calculators

A calculator is required for this course. It does not have to be a graphing calculator, but it should be a scientific calculator with the ability to square a number and find the square root of a value. You are responsible for knowing how to use your calculator; if you do not know how to use your calculator, then ask.

Technology

The use of technology in this course is consistent with the Technology Statement in the [Illinois Mathematics & Computer Science Articulation Guide](#) (IMACC, 2019, p. 2). Technology is used to enhance the learning of Statistics, but it is not the focus of the instruction.

This course makes heavy use of technology. It is highly recommended that students be familiar with the following software before attempting this course: e-mail, internet web browser, word processor, spreadsheet, and presentation software. In addition, students should be able to

perform file navigation and understand the different types of files and the role of file extensions in naming. Richland offers free workshops for students who need additional computer literacy skills. Students who have weak technology skills may feel overwhelmed by the technology used in the class.

Most of the technology we're going to use is free, open source, or web-based so that there is no additional cost to the students and you can use them after you leave this course. Some software is commercial, but in those cases, Richland Community College has a license to use them. Here is a list of some of the computer packages we may use in this course.

Canvas

Instructure's Canvas project is the learning management system used by Richland Community College.

If there are non-technical issues inside Canvas, like content not appearing or wrong answers on a quiz, please contact the instructor.

If you are experiencing technical issues with Canvas, please click the "Help" link and choose "Report a Problem". The reporting of problems by users is a vital part of how Canvas becomes aware of issues with the system.

Canvas is available at <https://richland.instructure.com>

Piazza

Piazza is an online discussion forum. We will use it for non-private asking and answering of questions about the course. By asking the questions in Piazza, other students can benefit from the question and even help answer it for other students.

Private communications should happen via email or Canvas messages.

Minitab

Minitab, version 19, is the statistical software package of choice for this class. It is powerful and makes decent graphs. Minitab is fairly easy to use if you are familiar with a spreadsheet like Excel.

You can rent Minitab for six (6) months at <https://onthehub.com/minitab>. After the initial screen, be sure to select **Minitab 19 (green button)** and not Minitab Express (blue button). Use your Richland email address to prove you're eligible. Minitab 19 is available for Windows or Macintosh computers.

You might see a program called Minitab Express. Although it works with both Windows and Macintosh, it is not as full-featured and they have simplified the interface to the point that it becomes unable to do all that we need it to do. Minitab has also indicated that the future of

Minitab Express is unknown.

Do NOT get Minitab Express.

Tableau

Tableau is one of the leaders in the area of business intelligence and analytics. It is much more powerful at visualizing data and telling stories than Minitab or Excel. Many businesses use Tableau to create interactive visualizations and dashboards for their companies. For what it does, Tableau is one of the leading programs.

Tableau is not a statistical analysis program. It is designed to graph and help people discover relationships, but it does not find descriptive statistics or conduct hypothesis tests in an easy way.

The desktop version of Tableau requires a Windows or Mac computer, but there is an online version that has gotten really good in recent years, almost to the point that there is little that the desktop version is required for. It is anticipated that you will not need the desktop version for this class. However, if you would like the desktop version of Tableau because of slow internet or perhaps to use it with your other classes, student can obtain a one-year free license to use Tableau by visiting <https://www.tableau.com/academic/students>

Google Drive

Google has an online system called "Google Drive" (*formerly called Google Docs*) that provides access to documents, spreadsheets, presentations, forms, and drawings. With the exception of the forms, these can be shared and edited by more than one user at a time.

Google Drive also integrates directly with Canvas, so that you can start a Google Doc collaboration from within Canvas and pick the classmates you would like to work with. For this to work, you need a Gmail address and to perform a one-time integration between Canvas and Google Docs.

Google Drive is available at <https://drive.google.com>

Kahoot!

Many students are familiar with Kahoot! Although typically used with a classroom projector, it allows students to complete the activity remotely.

It allows for interactive quizzing, feedback, and participation. It works from desktop computers and mobile devices and will be the main instrument used for assessing classroom performance.

Links to individual Kahoots will be provided in Canvas.

StatKey

StatKey is an online statistics package written by Lock, Lock, Lock, Lock, and Lock. Although we're not using their textbook, they've made the tool freely available over the Web. We will use this package for randomization testing.

The StatKey software is at <http://lock5stat.com/statkey/>

Microsoft Excel

Microsoft Excel is a spreadsheet. Since Minitab is commercial software and not widely available, we'll do some work in Excel. Once you leave this class, you are much more likely to use Excel than Minitab or StatKey.

Microsoft Office 365, which includes Word, Excel, PowerPoint, Access, and Publisher, is available free to students enrolled in credit courses at Richland through the Microsoft Student Advantage program. You can download it by logging into <https://office.com> using your Richland email and password and then clicking on Install Office.

Other Software and Websites

This course is fluid and other software packages or websites may be incorporated into the class.

Additional Supplies

The student should bring a pencil, paper, and calculator to class each day. You may occasionally want a ruler or graph paper. There will be a paper punch and stapler in the classroom.

Additional Help

The student is encouraged to seek additional help when the material is not comprehended. Mathematics is a cumulative subject; therefore, getting behind is a very difficult situation for the student. There are several places where you can seek additional help in your classes.

Instructor

Because of the COVID-19 shutdown, I will not be available for face-to-face meetings with students. Meetings may be conducted using Zoom, but the instructor's internet connection may be insufficient with the children staying home and doing remote learning.

The preferred method of contact is using Piazza for public questions and through Canvas or email with private questions.

The instructor should be considered the authoritative source for material related to this class. If a tutor or other student says something that disagrees with the instructor, believe the instructor.

Study Groups

Probably the best thing you can do for outside help is to form a study group with other students in your class. Work with those students and hold them accountable. You will understand things much better if you explain it to someone else and study groups will also keep you focused, involved, and current in the course.

Because of COVID-19, these study groups may need to be conducted online.

Mathematics Enrichment Center

The Mathematics Enrichment Center, located in S118, provides free walk-in tutoring for mathematics courses.

During the COVID-19 pandemic, the tutoring is available using the "Richland Tutoring" from the course navigation menu inside the Canvas course.

Academic Success Center

The Academic Success Center consolidates several student services into one area. It is located in the south wing of the first floor next to the Kitty Lindsay Learning Resources Center (library).

Testing

The testing center is located in room N114. You must provide a photo identification and know the name of your instructor to use this service.

Tutoring

The tutoring center provides tutoring on a walk-in or appointment basis in room C148. Students seeking mathematics tutoring should visit the Mathematics Enrichment Center.

Accommodations

There are accommodations available for students who need extended time on tests, note takers, readers, adaptive computer equipment, braille, enlarged print, accessible seating, sign language interpreters, books on tape, taped classroom lectures, writers, or tutoring. If you need one of these services, then you should see Learning Accommodation Services in room C148. If you request an accommodation, you will be required to provide documentation that you need that accommodation.

Online Learning

Despite the title, Online Learning provides help with much more than just your online courses. They provide technical support for students including answering questions about Canvas, myRichland, e-mail, cell phones, tablets, and laptops. They can also help troubleshoot your computer issues and make sure your computer is ready for course work.

They are located in room W143, but the best way to contact them is through the "Help" link in the lower-left corner of Canvas or at

<https://www.richland.edu/academics/online-learning/online-learning-help-desk/>

Open Computer Labs

Students often wish to know where, besides the classroom, they can go to use the software. There are computers located in the Learning Resources Center and in the Academic Success Center that you may use.

Richland Thrive

Richland Thrive is an implementation of an early-alert identification and intervention system powered by the Hobsons' Starfish software. The software is designed to help students achieve academic success, retention, and graduation.

When academic indicators suggest a student may be experiencing difficulties that may negatively impact academic success, the instructor may raise a referral flag that notifies the student of concern through an email to the student's Richland email, requests a Student Success Coach or Student Success staff member contact the student to discuss and follow-up on the issue, or encourages student to discuss the matter with the instructor.

If you receive an email notification of a referral flag in any of your courses, you are encouraged to contact the instructor as soon as possible to discuss the issue. The purpose of the discussion is to accurately assess its potential impact on your academic success and to plan and put into action steps to be successful in the course. For more information about the Richland Thrive system, contact the Student Success Center at ext. 6267

College & Division Policies

Academic Integrity Policy

All students are expected to maintain academic integrity in their academic work and honesty in all dealings with the College. A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

The Academic Integrity Policy also governs student misuse of intellectual property.

Non-Discrimination Policy

Richland Community College policy prohibits discrimination on the basis of race, color, religion, sex, marital or parental status, national origin or ancestry, age, mental or physical disability (except where it is a bonafide occupational qualification), sexual orientation, military status, status as a disabled or Vietnam-era veteran.

Responsible Use of Classroom Content

Class discussions, papers, pictures, video, and any other work created for a course are all considered official course content. Work including papers, discussions, quizzes, assignments, etc., must be confined to the classroom (either on-campus or virtual) and should not be shared outside the classroom without the express permission of the person who created it. Students should respect the privacy of person-to-person or person-to-class communication in all forms. Violating others' privacy may result in removal from the course. Significant or repeated violations may result in suspension or expulsion. This standard is pursuant to Board Policy 5.8.1 (Responsible Use of Information Technology) and the Code of Student Conduct

Copyright Notice

The materials used in this course are protected by Copyright law. Faculty lectures, course supplementary materials, articles, quizzes and exams, papers, data, web pages, and artwork are among the properties protected. This is not an exhaustive list. Items may or may not be marked with a Copyright symbol ©. Regardless, the intellectual property used in this course is owned by the creator who is the sole determiner of how the property is used, including but not limited to copying, distribution, performance, display, or revisions.

Any questions a student may have about the use of course materials can be explained by the instructor or library staff.

Student misuse of intellectual property is subject to the Academic Integrity Policy as explained in the Student Handbook and Section 5.9 of the Board Policy Manual.

Title IX and Sexual Misconduct

Richland Community College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.

All Richland Community College faculty members are "responsible employees," which means that if you tell us about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, we must share that information with the Title IX Coordinator. Although we have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact Growing Strong Sexual Assault Center at 217-428-0770.

More information about Title IX can be found on Richland's website. Richland's Title IX

Coordinator is Alex Berry, email: aberry@richland.edu, office: N105, phone: 217-875-7211, ext. 6314.

Electronic Communication Devices Policy

The Mathematics, Science, and Business Division prohibits the use of cell phones, pagers, and other non-learning electronic communication equipment within the classroom. All equipment must be turned off to avoid disturbances to the learning environment. If a student uses these devices during an examination, quiz, or any graded activity, the instructor reserves the right to issue no credit for these assignments. The instructor needs to approve any exceptions to this policy.

Richland Community College Core Values

- Commitment - We are dedicated to meeting the needs of the communities we serve.
- Respect - We recognize the expertise of all members of the College community and encourage individual contributions.
- Excellence - We strive to develop and pursue higher standards.
- Accountability - We assume and demonstrate responsibility for our actions.
- Diversity - We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

Other College Services

There are some additional services that Richland provides to its students. While they may not directly pertain to this class, you may benefit from them.

Learning Feedback System

At the end of each semester, students are invited to provide feedback to their instructors about the course. This includes things that went well and opportunities for improvement. This online feedback is anonymous and the instructor won't see it until grades have been turned in.

The Learning Feedback System (LFS) is primarily intended to provide feedback to the instructor. However, if you have a issues or concerns, you should not wait until the end of the semester to talk to your instructor. Please come to me at any time. The feedback system is available at <https://people.richland.edu/feedback>.

myRichland

myRichland is the student information system portal and is located at <https://my.richland.edu>.

You may use it to find the course schedule, register for classes, check your grades, obtain unofficial transcripts, review financial aid, and other student services.

Library

The Learning Resources Center (LRC) has print and electronic resources available. They offer research assistance and information literacy sessions; they also have individual and group study areas.

Student Success Center

The Student Success Center, in room N117, is designed to be a one-stop shop for most student services. These include advising and registration, career services, counseling services, financial aid, veteran affairs, student records, and the transfer center.

The Student Success Center has coffee and snacks available daily, school supplies such as paper, pens, and highlighters, and personal supplies such as toothpaste, toothbrushes, and cough drops.

A few other student services are located in other rooms of the main building. These include Campus Life, which supports new student orientation, clubs, organizations, and student leadership, and the TRiO program that offers academic and personal support to first-generation, low-income, and students with disabilities.

Office of Student Engagement

The Office of Student Engagement, in room C133, has a Snack Center to provide grab-and-go food for students who were short on cash while on campus or who did not have time to grab a meal before coming to campus. The office also has personal supplies such as condoms and menstrual products available for students.

The Gender Inclusive/Family bathroom and many women's bathrooms are also stocked with complimentary menstrual products.

Food Pantry

In addition to the snacks in the Student Success Center and the Office of Student Engagement, Richland has partnered with The Good Samaritan Inn to create The Pantry at Richland Community College. If you are a student facing food insecurity, please complete the referral form at <https://bit.ly/2ykuGUL> or visit the Student Success Center.

Directory of Student Services

Due to construction on campus beginning in Fall 2020, some services may be relocated. Check with faculty or in the Student Success Center for locations.

Also note that because of COVID-19, some offices will see reduced staffing. A list of support services with descriptions, phone numbers, and email addresses is found online at <https://jics.richland.edu/syllabi/mastersyllabus-studentservices.pdf>

The main phone number for Richland Community College is 217-875-7211 or 217-875-7200. This is an automated system available 24 hours a day.

Student Service	Location	Extension
Accommodations	C148	6379
Campus Life	C131	6243
Career Services	N117	6267
Cashier	N117	6227, 6226
Counseling Services	N117	6267
Financial Aid	N117	6271
Library	C152	6303
Mathematics Enrichment Center	S118	6383
Online Learning Support	W143	6376
Registration and Enrollment	N116	6267
Student Employment	N103	6305
Student Engagement	C131	6243
Student Records	N117	6267
Student Support Services/TRiO Program	C143	6440
Testing	N114	6238
Transfer Center	N117	6438
Tutoring	C148	6379
Veterans' Affairs	N117	6205