

MATH 113 – Introduction to Applied Statistics

Fall 2020 Course Syllabus Highlights

These are highlights from the full syllabus, which is available on the instructor's website.

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

Phone: 217-875-7211, ext 6490

Email: james@richland.edu

Office: S224

Web: <https://people.richland.edu/james>

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 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.

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 and 79.5% will be considered a "B". Canvas may show a + or -, but this is advisory in nature and will not appear as the final grade.

Highlights

- Keep in communication with the instructor, especially if things happen that get in the way of your learning.
- You do not need a *graphing* calculator. A scientific calculator is recommended, but whatever you have, make sure you know how to use it.
- You will need access to a Windows or Mac computer for this class. We will be using Minitab 19 that will not run on a Chromebook or tablet. You will need to rent **Minitab 19** for \$30 to work. **Make sure you do not get Minitab Express.** <https://www.onthehub.com/minitab>
- The federal government expects significant student-to-student interaction in an online course. This will mostly be in the form of weekly discussions for this course. Discussions are more than "post once, reply twice" in this course.
- Projects and discussions are graded holistically using an *awesome* (105%), *good* (90%), *okay* (75%), *fair* (60%), *poor* (45%), and *none* (0%) system.
- Quizzes can be attempted multiple times, but the average score is kept, not the highest. Make sure you study before you take the quizzes.
- This course makes heavy use of technology, but it is not the focus of the course.
- Critical thinking is a key component of this course. The instructor will almost never give a simple answer, but guide the class towards applying their knowledge to answer it themselves. You should not assume that you are wrong when you are asked "Are you sure?" or "Is it?" but use that opportunity to think about why.

I hope to implement a system of rewards for doing things that are beneficial. If I can do this, then you will earn points for things like reading content, watching videos, taking quizzes multiple times, submitting work early, responding to comments, using a supported browser, etc. You can redeem those points for dropping assignments, using the highest quiz score instead of the lowest, or other things to help your grade.

Right now it's an recurring dream I have. I keep telling my wife "I really want to gamify Math 113." There are some technical hurdles I have to get past to make this work, but I should be able to gather the data, so start doing good things early on to start building those points.