

Course Syllabus

Math 113 - Introduction to Applied Statistics

Fall Semester 2002

Sect 01: 10:00 - 10:50 am, MTRF, S137

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Text:

Elementary Statistics, 8th edition. Mario F. Triola. Copyright 2001, Addison Wesley Longman, Inc. (Required)

Statdisk: Student Laboratory Manual and Workbook, 8th edition. Mario F. Triola. Copyright 2001, Addison Wesley Longman, Inc. (Required)

Student's Solution Manual. Mario F. Triola. Copyright 2001, Addison Wesley Longman, Inc. (Optional - Not recommended)

Student Audience:

Students who want additional mathematics, but do not want to take Math 116, College Algebra. Nursing students who intend to transfer to a four year institution that requires statistics. Students in the business area who wish to increase their mathematical knowledge.

Prerequisite:

Successful completion (C or better grade) in Math 098 or satisfactory score on the Mathematics placement exam.

Course Description:

Math 113 is a beginning level course for the student in elementary applied statistics. Topics include basic statistical principles; graphic presentation; descriptive measures of central tendency, dispersion, and location; inferential statistics and hypothesis testing; analysis and inference of linear correlation coefficient and slope of regression line. Students will apply statistical concepts to real world situations. Current technology will be utilized in examining statistical information.

- 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 mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to:

- ! interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- ! represent mathematical information symbolically, visually, numerically, and verbally;
- ! use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- ! estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- ! recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement

emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society, nor should they be merely mechanical or computational in character.

To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought.

Math 113, Introduction to Applied Statistics, satisfies the Illinois Articulation Initiative Definition of a General Education Mathematics Course. It corresponds to M1 902, General Education Statistics.

M1 902 General Education Statistics

Focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, factorials, combinations, permutations and probability laws), probability distributions (normal distributions and normal curve, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test and chi-square test, and errors), correlation and regression, and f-test and analysis of variance.

General Course Objective:

To provide necessary statistical background for analyzing data and drawing inferences from that analysis. To increase the student's mastery of the deductive nature of reasoning. To understand the nature of critical thinking. To increase the student's ability in problem solving. To increase the student's ability to work with others towards a common goal.

Type of Instruction:

Discussion, problem solving, student questions, student participation, 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.

Method of Evaluation:

Could include any of the following: problem solving exams, objective exams, essays, research papers, oral presentations, group projects, quizzes, homework.

Grading Policy:

There will be several one hour examinations and a comprehensive final examination. Announced and unannounced quizzes may be given. Various homework exercises (to be announced) may be used in grading. Note: Homework is essential to the study of mathematics. 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%

Consideration will be given to such qualities as attendance, class participation, attentiveness, attitude in class, and cooperation to produce the maximum learning situation for everyone.

Late assignments lose 10% of their value per class period. The instructor reserves the

right to apply this rule to missed exams as well as regular assignments. Any student who is not attending regularly at midterm will be dropped administratively. However, the student should verify their status if they are concerned. Any student who stops attending after midterm but does not drop the course will receive a grade of F.

Special Projects:

Several special projects will be included in the course requirements. These will be selected from videotape reviews, research papers, research projects, group projects, and a mathematics notebook.

Written Work:

All written work should be in a typed (word processor) format. There should be a cover page with the title of the assignment and the student's name. All work should be double spaced. Papers are to be stapled together in the upper left hand corner. All reference works used, including books, videos, etc., are to be cited using APA (preferred) or MLA notation. All work is to utilize the English language correctly. It is suggested that the Reading/Writing 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 Policy:

Regular attendance is essential for satisfactory completion of this course. If you have excessive absences, you cannot develop to your fullest potential in the course. Students who, because of excessive absences, cannot complete the course successfully, will 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". The student is responsible for all assignments, changes in assignments, or other verbal information given in the class, whether in attendance or not. If a student must miss class, a call to the instructor (RCC's phone system has an answering system) is to be made, or an email message sent. When a test is going to be missed, the student should contact the instructor ahead of time if at all possible. Under certain circumstances, arrangements can be made to take the test before the scheduled time. If circumstances arise where arrangements cannot be made ahead of time, the instructor should be notified and a brief explanation of why given by either voice or email. This notification must occur before the next class period begins. At the instructor's discretion, the score on the final exam may be substituted for the missed exam.

Calculators:

A [TI-82](#) or TI-83 graphing calculator is required in this course. Calculators may be used to do homework. Calculators may be used on exams and/or quizzes in class unless otherwise announced. If you are purchasing a calculator, consider getting the TI-83 instead of the TI-82.

Additional Supplies:

The student should have a pencil, red pen, ruler, and graph paper. The student is expected to bring calculators and supplies as needed to class. The calculator should be brought daily. There will be a paper punch and stapler in the classroom.

Additional Help:

Office hours will be announced. 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.

If your class(es) leave you puzzled, the Student Learning Center is a service that Richland Community College offers you. It is available free of charge to all RCC students.

Be sure to get help before it is too late.

Homework:

Homework out of the book is not collected for a grade. However, some of the problems on the exams are similar to the "Basic Skills and Concepts" exercises in the book. For this reason, I strongly urge you to work as many of those problems as possible. When a problem out of the "Beyond the Basics" section needs looked at, the instructor will point this out in class.

Laboratory Manual:

There will be several problems in each chapter assigned out of the [laboratory manual](#). They will be collected and a grade taken on them. Do not expect your numerical values to be the same as someone else in the class. You may get different answers. You may work together in groups on the exercises, but each person needs to turn in a complete set of exercises (that is, one copy per person, not one copy per group). The laboratory exercises should be finished by the date due on the calendar for discussion purposes, but they will be turned in to the instructor on the exam day. The Statdisk manual assignments may be turned in late, but it will lose 10% of its original value for each class period late.

Classroom Activities

This is an *applied* statistics course. We will be doing many hands-on activities during the course of the semester that require the student's presence to help gather data. If a student misses a day that is scheduled for a classroom activity, the student may request the activity sheet from the instructor, but it will not be worth more than 50% of its value. Classroom activities lose 10% of its original value for each class period late. It is the responsibility of the student to request the activity from the instructor.

Computer Software

In this course, we will concentrate on understanding the statistics and relegate the roll of finding the statistics to technology. We will be using the TI-82/TI-83 graphing calculator and a couple of computer packages, Minitab and the software written for your book, Statdisk. There is a CD included in your textbook that has the Statdisk software on it. You may take that home and install it on your home computer. You may not take Minitab home (although it may be purchased), it must be used here at Richland. It is installed on the computers in your classroom and the machines in the open computer lab, C239.

Semester Projects

This is an *applied* statistics course. We will be doing a couple of lengthy projects in this course that require group work. Some time will be allocated in-class for participation, but there will be time outside of class required, also. Computer software will be used for analysis of the data.

Some of these projects will be designed by the instructor and involve the entire class. One of the projects will be a small group [project](#) designed by each individual group and approved by the instructor.