Math 113 – Intro to Applied Statistics
Summer 2017 Course Syllabus Highlights

This paper contains the highlights from the full syllabus, which is available on the instructor's website.

Course Meeting Information

MATH 113-01 meets Monday, Tuesday, Wednesday, and Thursday in room W118a. It begins May 30, 2017, and ends July 20, 2017.

This is a face-to-face course, but the Canvas learning management system will be used.

Instructor Information

James Jones, Professor of Mathematics
Phone: 217-875-7211, ext 6490
Email: james@richland.edu
Office: C223
Web: https://people.richland.edu/james/
Canvas: https://richland.instructure.com

The best way to contact the instructor outside of class is through Canvas or by email. Please do not leave a voice mail as it will not reach the instructor in time to help you.

Office Hours

Office hours are not required of instructors during the summer term. If you have questions, please make arrangements to see me before class or after class.

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)

An electronic PDF copy of the textbook is available within Canvas or from the author's website at https://www.openintro.org. If you would like a printed (non-color) version of the textbook, it is available on Amazon for $8.49 or in the college bookstore.

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 will be rounded to the nearest whole number, so a 79.5% will be considered a "B". The final score will be weighted according to percentages decided upon by the students.

Highlights

- You are responsible for all information given in class, even if you are absent.
- Assessment and evaluation will be incorporated into the daily classroom experience. There

is no make-up of these daily assessments or quizzes given through Canvas.

- There are no traditional exams in this course. Rather than having a few high-stake assessments, we will have frequent low-stake assessments.
- A 10% grace factor will be applied to in-class interactive concept assessments. That is, a 20 point assessment will be recorded as having 18 possible points.
- The lowest grade will be dropped for each of the concepts, discussions, and activities categories. No project grades will be dropped.
- No late work will be accepted after the final.
- Scoring may change if mistakes are found in the grading. This is particularly true of Canvas quizzes. Your score may go up or down, so do not settle for the minimum score.
- Attendance is essential in this course. You *may* be dropped if you miss the first day of class or any two consecutive days after that without communicating with the instructor.
- There are some group projects where the students pick their own groups. If you have poor attendance or have previously shown yourself to be a poor team member, others may not want you on their team and you may end up completing the project alone.
- You do not need a *graphing* calculator, but you should bring a scientific calculator every day.
- You will need to spend time outside class working on projects. Rent Minitab for $30 (free 30-day trial) to work from home (Windows only). http://www.onthehub.com/minitab
- Participation in weekly discussions be should spread throughout the week.
- Projects and discussions are graded holistically using an *awesome* (105%), *good* (90%), *okay* (75%), *fair* (60%), *poor* (45%), and *none* (0%) system.
- Your grade in Canvas may show a + or - after the grade. These are advisory in nature and will not appear on your transcript.
- 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.