MATH 113 – Introduction to Applied Statistics

Summer 2018 Course Syllabus Highlights

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

Course Meeting Information

Section 01 meets from 8:00 am to 9:50 am on Monday, Tuesday, Wednesday, and Thursday in room S137 on Richland's main campus. This course meets from May 29th through July 19th.

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

Instructor Information

James Jones, Professor of Mathematics
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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.

Students are encouraged to come to class early each day and use that time to ask questions of the instructor, work on projects, or just socialize with other students in the course.

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)

To download a free PDF version of the textbook, go to 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 from the College Bookstore.

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

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". Canvas may show a + or - with your grade, but this is advisory in nature and will not appear as the final grade.

Highlights

- Expect to average a minimum of 20 hours per week on this course.
- 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. A 10% discount will be applied to in-class interactive concept assessments, so any grade above 90% is considered extra credit. The lowest grade will be dropped for each of the concepts, discussions, activities, and feedback categories. No project grades will be dropped.
- There are no traditional exams in this course. Rather than having a few high-stake assessments, we will have frequent low-stake assessments.
- 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, participation, and engagement are essential and absence reporting will be measured using all three. 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 (Windows only / free 30-day trial) for $30 to work from home. http://www.onthehub.com/minitab
- Participation in discussions should occur throughout the discussion period.
- Projects and discussions are graded holistically using an *awesome* (105%), *good* (90%), *okay* (75%), *fair* (60%), *poor* (45%), and *none* (0%) system.
- 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.