Please read this document from the perspective that it is written to help you succeed in this course. It is a great idea to make room in your calendar for this course. Recommended: 7.5 hours each full week. Please reach out if the course is taking significantly more than the recommended amount of time.

In-Person Office Hours (BU 303-D):
- Monday, Wednesday, Friday: (9:00 – 11:00 a.m.)

Online Office Hours:
- Monday through Thursday: (2:00 – 3:00 p.m.)

I encourage you to take full advantage of office hours this term. For more available times and to ensure your slot please book via https://calendly.com/phelpsrt/availability.

Attendance Policy: Attendance is defined as following along in class. This requires following along with the Excel work and completing the notes.

Catalog Description:
The application of statistical and quantitative methods. Prerequisites: MATH 1342 and (MGMT 2372 or 6 hours of Computer Science).

Learning Objectives:
Students successfully completing this course should be able to:
1. Use quantitative, abstract, and logical reasoning
2. Obtain basic knowledge in mathematics and statistics
3. Acquire skills in the use of contemporary information resources and technology
4. Utilize analytical thinking, critical analysis, logic, creativity, and integrative problem solving
5. Work with descriptive statistics in a sampling situation
6. Perform a variety of statistical tests and make inferences
7. Compute and interpret regression equations using raw data
8. Use standard tables for the normal distribution, F-distribution and chi-square distribution

Teaching Philosophy & Methods
I love teaching and look forward to interacting with you throughout the semester. I am available to discuss your concerns (class-related or other). We are partners in an effort that can make us all better people. The course is designed to be a transformative learning experience. In class, we will work together on the more challenging content. Class will be a mixture of guided discovery and active learning. In class, we will motivate, clarify, extend, and synthesize the material. Active learning will consist of opportunities to work through problems both individually and in groups.

Program learning outcomes
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at https://www.sfasu.edu/sites/default/files/2019-01/RCOB_curriculum_mgt_handbook_2019.pdf
**Course Materials:**
The Course Note Packet (around $20.00) is only available at the SFA Barnes & Noble and at Jack Backers.


Our textbook comes with MyStatLab. **You will need access to MyStatLab to pass the course.** As a result, I can only recommend buying the book through the Pearson website or at the University bookstores. Purchasing from Pearson through the D2L link is the safest and cheapest option. A loose-leaf hard copy is available directly from the publisher. Buying the loose-leaf bundle at the university bookstore will cost more.

**To register for the MyStatLab Course/E-Book Access:**
1. **There is no course ID.**
2. In our D2L course, click on the Pearson link on the lower right of the home page.
3. Make sure that you **allow pop-ups from Pearson.** You will see a button on the right-hand side of the URL address bar.
4. Follow the prompts to register.
5. Enter your existing Pearson account **username** and password **to sign in.**
   - You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, MasteringBiology or MasteringPhysics.
   - If you do not have an account, select “Create” and complete the required fields.
6. Select an access option.
   - Buy access through Pearson using a credit card or PayPal account (**recommended**).
   - Temporary access is available by selecting the link near the bottom of the page.
     - To update before the deadline select “Upgrade Access”.
     - Enter an access code or buy access with a credit card or PayPal account.
   - Enter the access code that came with your textbook or was purchased separately from the bookstore.

**To sign in later:** In our D2L course, click on the Pearson link on the lower right of the home page.

**Grading System:**
Your final grade will be based on points: **A**: 900, **B**: 800, **C**: 700, **D**: 600, **F**: 599 and below.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>90</td>
<td>9.0%</td>
</tr>
<tr>
<td>Homework</td>
<td>160</td>
<td>16.0%</td>
</tr>
<tr>
<td>Dropbox Projects</td>
<td>105</td>
<td>10.5%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>Final Exam Prep</td>
<td>45</td>
<td>4.5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**I do not accept late work. Every possible point in this course is detailed here.**
**Class Participation**

We will have several in-class quizzes in the **first five minutes of class**. You must be present to participate. Additionally, we will save our Excel work during class. The average of these two scores will be your participation score.

**Homework (MyStatLab)**

1. See the attached schedule for deadlines.
2. You have **four final attempts** on each assignment.
3. **You should earn a perfect grade on all homework.**
4. See the FAQ module to save time and post questions.

**Dropbox Projects (D2L > Content > Course Projects):**

Completing the projects is vital to learning the material. These assignments provide feedback to you about your personal level of understanding and feedback to me about the overall level of understanding in the class. **Make sure that you are doing and turning in your own personal work.**

- **Do not work with others on the projects.** Everything you need is in the course note packet.
- Reach out to me if you need additional help.
- **Do not share your work with others.**
- **Cite any sources external to the course.**
- **Dropbox checklists must be complete to submit your work.**
- **Projects cannot be re-submitted from previous course attempts.**

**Exams:**

To do well in this course take full advantage of exam preps. You have two attempts on each. Those who take advantage of them score an average of 20% higher on the actual exams.

**Exams will be proctored in class.** If you miss an exam for an unforeseen reason, you should contact me as soon as you are physically able to pick up the phone. **The final exam is cumulative.**

**Any use of resources or software not listed as permitted below is cheating and will result in no credit for the exam.**

- The internet can be **used only to access the exam.**
- **You must complete exams on your own.**
- Neither headphones nor hoods are permitted.
- **You must not pause or exit the exam once you have begun.**
- You are encouraged to **use the Excel templates** (purple and green files) that we build in class on **all exams.**
- Note-Sheets: You are permitted a note-sheet during the **Exams/Exam Preps.**
  - It must be hand written.
    - Building these note-sheets is a great study exercise.
    - It must be the size of a standard sheet of paper or smaller.
    - It can only be one-sided for exams 1-3.
    - For the final, you are allowed a **two-sided note-sheet** (standard paper size).
    - I recommend that you laminate your final exam note-sheet for future use.
- **Calculators are not allowed.** We are testing your ability in Excel.
- Blank scratch paper is allowed.
- **Any indication of a cellphone during an exam is cheating.**
Course Expectations:

- **Consistently** attending class is essential for acceptable performance in this course.
- If you are **having trouble keeping up with the Excel work, then practice with the Online Module videos** until you are able to keep up using only the audio cues.
- If you have a question, **never let it go unanswered**.
  - Look for an answer in the packet.
  - Look for an answer in the FAQ files (D2L > Content > Frequently Asked Questions).
  - Post your questions to the FAQ discussion board.
  - For complex issues, bring it up in class or **schedule** a web conference with me.
- Read the note-packet frequently after filling it out in class. If you look at new material at least once within forty-eight hours of first seeing it, you will learn the material more thoroughly and studying for the exam will be easier.
- Improve the Course: If you know of a way to make the course better, please share your ideas with me.

**Tentative Outline**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTF: Introduction to the book and course</td>
<td>Read</td>
<td>(Read)</td>
</tr>
<tr>
<td>Chapter 1: Foundational Knowledge</td>
<td>Read: {All but Tableau}</td>
<td>(5% of Course)</td>
</tr>
<tr>
<td>Chapter 2: Organizing and Visualizing Variables</td>
<td>Covered: {All}</td>
<td>(10% of Course)</td>
</tr>
<tr>
<td>Chapter 3: Numerical Descriptive Measures</td>
<td>Covered: {3.1, 3.2, 3.4, 3.5, 3.6}</td>
<td>(Short In-Class Recap 7%)</td>
</tr>
<tr>
<td>Chapter 6: The Normal Distribution</td>
<td>Covered: {6.1, 6.2, 6.6}</td>
<td>(Short In-Class Recap 8%)</td>
</tr>
<tr>
<td>Chapter 7: Sampling Distributions</td>
<td>Covered: {All}</td>
<td>(15% of Course)</td>
</tr>
<tr>
<td>Chapter 9: Hypothesis Tests</td>
<td>Covered: {9.1, 9.2, 9.3, 9.4, 9.5}</td>
<td>(15% of Course)</td>
</tr>
<tr>
<td>Chapter 14: Multiple Regression</td>
<td>Covered: {14.1, 14.2, 14.3, 14.4, 14.5, 14.6}</td>
<td>(20% of Course)</td>
</tr>
<tr>
<td>Chapter 17: Getting Ready to Analyze Data in the Future</td>
<td>Read: {All}</td>
<td>(Read and Review Above)</td>
</tr>
</tbody>
</table>

If you have a question after reading this syllabus, you should review the Frequently Asked Questions Module (D2L > Content > Frequently Asked Questions). The FAQ module is broken down into subject areas and contains correspondence from previous semesters. If you cannot find your answer in the FAQ page related to your question, then post your question to the discussion board linked to the FAQ topic. Often, a peer will answer your question right away. Each time a student posts a quality answer (to a question not addressed elsewhere) before I do, they will receive **five extra credit points** (up to 25 points). I have subscribed to all of the discussion boards and will be instantly notified of your question. For more complex issues bring it up in class or schedule a web conference with me.
**Complete Class Schedule:**

All assignments open well ahead of the deadlines. **Work ahead to avoid due-dates,** I reserve the right to make changes and amendments to this syllabus through in-class announcements during the semester. Changes are very rare and are made only in an effort to improve the class average.

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Date</th>
<th>Assignment</th>
<th>Delivery</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td>29-Aug</td>
<td>Participation</td>
<td>In Class</td>
<td>90 (Rolling)</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>31-Aug</td>
<td>Orientation</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>2-Sep</td>
<td>Ch1 Notes Due</td>
<td>D2L In Class Videos</td>
<td>Part.</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>3-Sep</td>
<td>Ch1</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>10-Sep</td>
<td>Ch2</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>14-Sep</td>
<td>Ch3</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>19-Sep</td>
<td>Ch6</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>24-Sep</td>
<td>Exam 1 Prep</td>
<td>MyStatLab</td>
<td>0</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>26-Sep</td>
<td>Exam 1</td>
<td>In Class</td>
<td>150</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>1-Oct</td>
<td>Build. Samp. Dist.</td>
<td>D2L Dropbox</td>
<td>35</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>5-Oct</td>
<td>Ch 7 (Means)</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>8-Oct</td>
<td>Ch 7 (Proportions)</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>19-Oct</td>
<td>Ch 9</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>22-Oct</td>
<td>Concept Map</td>
<td>D2L Dropbox</td>
<td>35</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>24-Oct</td>
<td>Exam 2 Prep</td>
<td>MyStatLab</td>
<td>0</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>26-Oct</td>
<td>Exam 2</td>
<td>In Class</td>
<td>150</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>12-Nov</td>
<td>Ch 13</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>19-Nov</td>
<td>Ch 14.1-5</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>21-Nov</td>
<td>E3 Prep</td>
<td>MyStatLab</td>
<td>0</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>23-Nov</td>
<td>E3</td>
<td>In Class</td>
<td>150</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>4-Dec</td>
<td>Regression Interp.</td>
<td>D2L Dropbox</td>
<td>35</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>7-Dec</td>
<td>Ch 14.6</td>
<td>MyStatLab</td>
<td>16</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>10-Dec</td>
<td>Final Exam Prep</td>
<td>MyStatLab</td>
<td>45</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>12-Dec</td>
<td>Cumulative Final</td>
<td>10:30 - 11:45 AM</td>
<td>150</td>
</tr>
</tbody>
</table>
General Student Policies:

Academic Integrity (A-9.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

Students with Disabilities
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

The Dean of Students Office
(Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub:
East College and Raguet St.
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
[thehub@sfasu.edu](mailto:thehub@sfasu.edu)

Crisis Resources:
Burke 24-hour crisis line:
1.800.392.8343
National Suicide Crisis Prevention:
9-8-8
Suicide Prevention Lifeline:
1.800.273.TALK (8255)
Crisis Text Line:
Text HELLO to 741-741