

Listen

MATH 1401 - Introduction to Statistics, [Term]

Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

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E-mail address: xxxxxxxxx@xxxxx.edu

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Accessibility Services:

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at etesting@westga.edu before scheduling a proctored exam appointment.

Other resources:

- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL:

<https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start folder.

The screenshot shows a course content folder with two items: 'Mandatory Attendance Quiz' and 'Introductions', both marked with checkmarks. The 'Introductions' section is expanded, showing the following text:

Introductions

To complete this assignment, introduce yourself to the class. This will allow you to get to know the people you are in class with quickly.

After you post your introduction, be sure to read the introductions of your peers and respond to at least two of them.

Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.

Course Description:

MATH 1401 is a course in basic statistics. Topics include descriptive statistics, probability, distributions, hypothesis testing, inferences, correlation, and regression.

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	300 minutes
Virtual meetings/chat or audio & video	500 minutes
Course Content Facilitation	350 minutes
Online Exams/Lesson Quizzes/ Practice Exercises	800 minutes
Proctored Exam	300 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- MATH 1101- Math Modeling, MATH 1111 - College Algebra, MATH 1113 - Precalculus, or approved equivalent

Course Objectives:


In this course, students will

- Identify and apply appropriate methods of data collection.
- Effectively communicate quantitative concepts and results.
- Use graphical and numeric techniques to describe data.
- Develop an understanding of the concept of probability and the relationship of probability and statistics.
- Develop an understanding of the various probability distributions.
- Use the appropriate method for estimating values of population parameters.
- Use the appropriate method to test population parameters.
- Use appropriate technology to determine whether a linear relationship exists between two variables.
- Extract quantitative data from a given situation, translate the data, evaluate information, abstract essential information, make logical deductions, and arrive at reasonable conclusions.

Course Text

eCore has explored cost-reducing options for students and currently offers an open source text for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and/or print the book at no cost. The textbook is embedded by chapter in the 8 units that constitute the course but the full version can be accessed below.

Title	<i>Collaborative Statistics (Open Text)</i>
Author	Barbara Illowsky, Ph.D. & Susan Dean
Publisher	OpenStax College
Edition/Year	2012
Access	http://cnx.org/content/col110522/latest/ A PDF version of the text is also available.
Type (Required/Optional)	Optional
License	 CC-BY 3.0 http://creativecommons.org/licenses/by/3.0/legalcode

Bookstore:

The eCore textbook listing and eCore bookstore information can be found here: <https://ecore.usg.edu/courses/textbooks.php>.

Materials and Resources:

In addition to the textbook, a TI-84+ calculator is required for this course. (The TI-83 Plus can be substituted. There is one function that is not available on the TI-83.)

This is not an optional resource.

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: <http://planetecampus.blogspot.com/>.

Calculator-Based Exams:

Many of the problems in this course can be completed using either statistical tables or the TI-84 PLUS calculator. The calculator returns more accurate answers, so you will be expected to use it for all quizzes and exams. The Statistical Tables will not be available for the proctored exams.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Assistance:

For technical assistance contact the 24-hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).


In addition, please contact the eCore Helpline at 678-839-5300.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the [Smarthinking page](#) located within Course Resources or access Smarthinking directly using the  icon from the course navigation bar.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	5%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions.
Online Exams	45%		Each unit concludes with an Online Exam. This is a timed exam covering each Unit and will be offered online. You have 3 hours to complete the exam once you have started. There is only one attempt.
Quizzes	10%		Each lesson contains at least one quiz that is to be taken online. You have an unlimited number of attempts on each quiz. The grade on your highest attempt will count as your quiz grade.
Midterm Exam	20%	Yes	The Midterm covers Units 1 and 2 and must be taken at an approved testing site and may only be taken on the dates as stated in the course calendar. You may use your TI-83/84 calculator.
Final Exam	20%	Yes	The Final Exam covers Units 3, 4, and 5 and must be taken at an approved testing site and may only be taken on the dates as stated in the course calendar. You may use your TI-83/84 calculator.

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.



Proctored Exam Setup | ▾

SmarterProctoring
Testing Management System

CLICK HERE to access the SmarterProctoring Dashboard to set up your required proctored exam.

You are required to take at least one proctored exam. Click here to read the full proctored exam policy.

Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Grade Turnaround :

All assignments and assessments will be graded within one week's time.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Attendance, Participation, and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment :

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult with the course Calendar and your instructor to be sure you are on schedule, keeping up with the material and taking quizzes on time.

As a general rule in this course, you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Complete all course work and assignments in the time allowed.

Late Policy

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Late Quizzes: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Late XXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Units/ Lessons Breakdown

The following lessons are covered in this course.

UNIT 01 - Sampling and Descriptive Statistics

- UNIT 01 - Advance Organizer
- Lesson 01 - Sampling and Types of Data
- Lesson 02 - Graphical Summaries for Qualitative Data
- Lesson 03 - Frequency Distributions and Their Graphs
- Lesson 04 – Measures of Center
- Lesson 05 – Measures of Spread
- Lesson 06 – Measures of Position
- UNIT 01 - Wrap-up and Study Guide
- UNIT 01 - Online Exam

UNIT 02 - Probability and Random Variables

- UNIT 02 - Advance Organizer
- Lesson 07 – Basic Ideas in Probability
- Lesson 08 – The Addition Rule and the Rule of Complements
- Lesson 09 – Conditional Probability and the Multiplication Rule
- Lesson 10 – Random Variables
- Lesson 11 – The Binomial Distribution
- Lesson 12 - The Standard Normal Curve
- Lesson 13 - Applications of the Normal Distribution
- UNIT 02- Wrap-up and Study Guide
- UNIT 02 - Online Exam

UNIT 03 - The Central Limit Theorem and Confidence Intervals

- UNIT 03 - Advance Organizer
- Lesson 14 - Sampling Distributions and the Central Limit Theorem
- Lesson 15 - The Central Limit Theorem for Proportions
- Lesson 16 - Confidence Intervals for a Population Mean, Standard Deviation Known
- Lesson 17 - Confidence Intervals for a Population Mean, Standard Deviation Unknown
- Lesson 18 - Confidence Interval for a Population Proportion
- UNIT 03 - Wrap-up and Study Guide
- UNIT 03 - Online Exam

UNIT 04 - Hypothesis Testing & Summarizing Bivariate Data

- UNIT 04 - Advance Organizer
- Lesson 19 - Basic Principles of Hypothesis Testing
- Lesson 20 - Hypothesis Tests for a Population Mean, Standard Deviation Known
- Lesson 21 - Hypothesis Tests for a Population Mean, Standard Deviation Unknown
- Lesson 22 - Hypothesis Test for Proportions
- Lesson 23 - Correlation and the Least-Squares Regression Line
- UNIT 04 - Wrap-up and Study Guide
- UNIT 04 - Online Exam

Academic Honesty

(Acknowledgment is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit.

They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures/students/guide/index.php> for further details on the eCore Academic Honesty Policy.