

# Statistics 201, Cornell College

## Syllabus for Block 5 2018-2019

**Please carefully read this document and keep it for reference**

**Course Instructor:** Brandi Shanata

**Office:** South Hall

**Phone:** (Given in class, call until ~7 pm, texts later are fine)

**Email:** bshanata@cornellcollege.edu

**Office hours:** Mondays, Thursdays: 3:10 – 4:00 pm, any morning at 8:30 with appointment; To meet with me at other times check my office to see if I'm in or email me to make an appointment. One of the advantages of Cornell is being able to ask professors questions outside of class; I expect you to utilize this resource and look forward to working with you.

**Prerequisite:** Two years of high school algebra and a writing course (W). If you are unsure that you have satisfied the algebra prerequisite, talk to me as soon as possible.

### ***Required Course Materials***

1. **Statistics: Unlocking the Power of Data** by Lock, Lock, Lock, Lock, and Lock. **2<sup>nd</sup> Edition.**
2. Scientific Calculator (TI NOT necessary)
3. Frequent access to the internet, including: email, Moodle, library resources, etc. You are required to check your email every evening.
4. H drive (provided to every student by Cornell, I will show you how to access)

### ***Class Meeting Schedule and Attendance***

Monday through Friday: 9:00 am – 11:00 am and 12:45 pm – 3:00 pm in **Law 211** (the stats lab). Deviations from this schedule will be announced.

**Attendance at all lectures, exams, and quizzes is mandatory.** Some homework, quiz, and exam content will be based specifically on discussions in class. If you can't attend for any reason, you should notify me **in advance**. I expect that students will come **on time**, be prepared, and actively participate in all class meetings. Please show respect for your classmates and limit disruptions, especially the use of electronic devices. As long as you can do so with a minimum of disruption, you may get up and stretch, go to the bathroom, etc.

### ***Accommodations and Learning Styles***

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml> or contact Brooke Paulsen at [bpaulsen@cornellcollege.edu](mailto:bpaulsen@cornellcollege.edu).

Point Distribution*		Grading Cutoffs**	
Quizzes and activities	90		
Paper 1	35	88%	A-/B+
Paper 2	45	76%	B-/C+
Exam 1	75	64%	C-/D+
Final Exam	125	54%	D-/F
<u>Daily participation and group work</u>	<u>30</u>		
<b>Total</b>	<b>400</b>		

\*Significant point changes will be announced.

\*\*Cutoffs may be lower depending on the difficulty of the exams.

### ***Brief assignment explanations:***

- Recommended homework problems will be posted on Moodle for each section. Homework is not collected; however, I have observed a correlation between doing homework and understanding/class grade.
- **You are expected to read the section(s) that will be covered prior to coming to class.**
  - At the end of each chapter is a list of Learning Goals. After reading the chapter, attending class, and doing the homework you want to be able to put a check mark next to each item indicating you are comfortable and confident in your ability in that area.
- Days 2-6 will have daily morning quizzes over the previous day's material. Approximately 5 additional quizzes will be given; those that are completed outside of class are due at 9 am the next day unless otherwise noted.
- Papers: details about the paper assignments will be distributed separately.
- The final will be comprehensive.
- **You must complete ALL assignments in order to receive a passing grade. This is true even if the assignment is late and receives partial credit or no credit.**

### ***Additional class notes:***

- Every day, pick up a **note card** when you come into morning lecture and write your name on it. These will be used **for you to write at least one question that you have about the material we covered that day.** If everything we covered that day is perfectly clear in your brain, then instead write me a brief note about what was most (or least) interesting to you and the pace of class.
- **When group work is assigned in class, I will be watching and listening to make sure that everyone is contributing.**
- Students requesting a 15 day drop (W) must have faithfully attended and participated in class. This includes note cards, group work, exams, and homework.
- Extra credit: Part of the value of a liberal arts education is exposure to a wide breadth of information and topics from a spectrum of viewpoints. In recognition of the importance of this aspect of your education, you can earn extra credit by attending events on campus and submitting a brief (~1/2 a page) write-up. Details and qualifying events can be found on Moodle.

## Course Policies and Resources

### ***Late Work and Academic Support***

**You are expected to hand in all assignments on time;** this is part of being a responsible adult. Moreover, being a day behind on the block plan may make it impossible for you to catch up. Unless arranged in advance, late work will receive a reduced grade as follows:

10 minutes – 12 hours late: -20%

12 hours – 36 hours late: -30%

36 hours – 72 hours late: -50%

>72 hours late: -75%

If you can't get a physical copy of an assignment to me, digitize it and send me an electronic version (picture, scan, etc.) by email—I will count it as submitted whenever I receive that email. Then, get the hardcopy to me as soon as possible.

Please contact me as soon as possible if you are having difficulty with the course or if a serious sickness/incident occurs during the block. Similarly, if you need to miss class, let me know ahead of time; at my discretion the assignment in question may be excused. In addition to the resources listed at the end of this syllabus, there are many other ways that I and others can help directly and indirectly, but you have to let me know!

### ***Academic Honesty***

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Unless otherwise specified, such as noted group work, all work you turn in must be entirely your own. While you may choose to work with other students (in fact, I encourage study groups) on the homework problems, **all work that is graded in this course must be your own.** In other words, when you turn in an assignment you are certifying to me that it is your own work product and that you ***fully understand everything that you have written down.*** If I feel it is necessary, you will be required to explain what you have turned in before receiving credit.

### ***Resources:***

**Quantitative Reasoning Studio:** Cole 322, x4256

*Jessica Johanningmeier*, QR Studio Director

Cole 324, x 4222

**Writing Studio :** Cole 314, x4462

*Laura Farmer*, Writing Studio Director/Director of Fellowships and Scholarships

Cole 315, x4509

*Jennifer Ferrell*, Writing and Teaching Specialist

Cole 317, x4812

## ***Tentative*** Course Schedule

<b>Day</b>		<b>Chapters</b>	<b>Notes</b>
0		prior to block	Read Chapter 1 prior to class
1	M	1.1, 1.2	Meet 8:45 am
2	T	1.3, 2.1, 2.2	
3	W	2.3, 2.4	
4	R	2.5, 2.6	
5	F	Mini paper due 9 am; writing workshop in the afternoon	

6	M	2.6, 2.7	
7	T	3.1, 3.2	
8	W	3.3, 3.4	
9	R	4.1, 4.2, 4.3	Paper 1 due 9 am
10	F	4.4, 4.5	Podcast quiz

Review Sunday evening

11	M	Exam 1	Question session first, then exam
12	T	5.1, 5.2, 6.1	
13	W	6.1, 6.2	
14	R	6.3	
15	F	6.4, 6.5	

Paper 2 questions session Saturday

16	M	Ch 9	Paper 2 due 9 am
17	T	Finish material, review	Review in the evening
18	W	Final Exam	Final paper due by noon.

**The instructor reserves the right to amend the schedule and the syllabus.  
You will be notified of any changes.**

This course supports the Educational Priorities & Outcomes of Cornell College with emphasis on:

- 1) **inquiry** – learning to approach complex problems with the analytical skills from statistics in conjunction with critical thinking skills to understand how the data collection and/or context of the problem impacts the results.
- 2) **reasoning** – to think critically about the correct statistical approach to the problem, practice statistical techniques on various datasets, and go beyond the numbers to interpret their findings in context.
- 3) **ethical behavior** – develop the ability to identify questionable data and analysis and over-reaching interpretation, as well as understand the limitations of their own work.
- 4) **communication** – numbers are just numbers without context. In this class, the papers require students to learn to communicate their findings in an accessible way, ensuring discoveries beyond the classroom can be communicated to a broad audience.