

***Interdisciplinary Social Sciences 2122
Social Science Statistics: Spring 2017
Room: SOC 132
Tuesdays and Thursday 11AM– 12:15PM***

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Office Hours:
By appointment

INTRODUCTION

Function of this Syllabus: This syllabus contains important information about this course — e.g., the purpose of the course, how the class will be conducted, and information about course policies. The syllabus also makes reference to other course documents. Some of the material (stated or referred to in this syllabus) deals with course policies. **It is assumed that you have fully read and comprehended the material in this syllabus, unless you tell me otherwise.**

Course Description: This course is designed to introduce you to the use of statistical analysis in research and to increase your critical thinking skills. Students are taught the fundamental vocabulary and symbols of statistics as well as commonly used statistical procedures in social sciences. Students conduct analyses, interpret results, and make conclusions about research questions. The required text for this course is Caldwell, *Statistics Unplugged, 4th Edition* with CourseMate (Wadsworth-Cengage). This text IS required. You can purchase this textbook at the bookstore or on Amazon. The CourseMate activities that accompany your text will be a part of your grade. This course has both a classroom and a computer component to it. **You must keep up with the course material and assignments to successfully complete this course.**

This course is part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified for Quantitative Reasoning and for the following dimensions: Critical Thinking, Inquiry Based Learning, Quantitative Literacy, and Global Context. Students enrolled in this course may be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

STA 2122 is certified as meeting the goals of the Global Citizens Project. However, as an FKL General Education course, it may NOT be used to fulfill partial requirements of the Global Citizen Awards.

Course Objectives

In this course we will learn:

1. the vocabulary and symbols used in social statistics
2. how to measure variables and test relationships at different levels
3. the basics of descriptive and inferential statistics
4. to become critical consumers of statistical information
5. about global systems and issues and associated dimensions (e.g., historical, political, economic, social, cultural, environmental, technological)
6. to analyze global interrelationships and interdependencies across place and time
7. to formally report findings from statistical analyses

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. identify and describe the vocabulary and symbols used in social statistics
2. choose appropriate statistical procedures to evaluate variables at different levels of measurement
3. select and perform appropriate univariate, bivariate, and multivariate statistical analyses in order to describe and make inferences about the social world
4. evaluate the strengths and limitations of statistical analyses as used in academic and public contexts
5. identify and describe major global issues by reporting descriptive statistics related to the Globalization
6. compare and contrast how global issues and systems are experienced at different scales by analyzing basic statistical analyses of data from diverse populations
7. identify and describe visual representations of statistical data (e.g., bar charts, histograms, scatterplots, and frequency distributions).

Use of Tape Recorders and/or Other Electronic Devices: You should feel free to tape record the lectures. My expectation is that taping will not be used as a substitute for being fully engaged in the presentation of the material, but you may find it to be helpful.

Other Electronic Devices: Cellphones, laptops, and/or tablets are strictly prohibited in class. Any use of these electronics will result in an immediate removal from class and subsequently you will receive a **five-point deduction off your final course grade.**

Attendance Policy: Class attendance is not taken, nor is it calculated as a factor in your final grade. You are, however, strongly encouraged to make attendance a high priority. The subject matter and lecture content demand that you approach the course in a disciplined manner. If you miss a class, it is your responsibility to obtain lecture notes from another student. Please do not ask me to provide them. I do not distribute copies of my notes.

Email and Canvas Communication: I will place up-to-date information on the course via Canvas. Thus, any changes to the syllabus will be posted on Canvas, as well as handouts and grades. Additionally, Canvas contains the digital drop-box for the submission of your assignments. Outside of my office hours, the best way to contact me is through email. **Your email must be written in a business-professional format in order to be answered or acknowledge.** Thus, it must include the following: salutation, introduction of self, academic inquiry, and closing. The salutation should always address me as Mr. Bailey.

CourseMate Interactive Quizzes: You will be required to complete six (6) out of the twelve (12) CourseMate quizzes. When you purchase your text, you will receive a unique access code that is bundled in your book. The access code will allow you to log into the CourseMate website to take the quizzes. You must complete each quiz with a percentage score of 70 or higher. For any incomplete quiz or a quiz with less than the minimum score, you will receive a twenty-point (20) deduction from your total points accumulated for the course. For example, if you completed four (4) out of the six required activities with a grade of 70 or higher, then forty (40) points will be deducted from your total points accumulated. The focus of these exercises is on the logic behind statistical analysis. You will be responsible for completing the quizzes in the CourseMate site. Be prepared to finish these assignments in a timely fashion for successful completion of this course.

Grading scale for CourseMate interactive quizzes:

- 6/12 with a score of 70 or higher = 0 points from your total points accumulated
- 5/12 with a score of 70 or higher = 20 points from your total points accumulated
- 4/12 with a score of 70 or higher = 40 points from your total points accumulated
- 3/12 with a score of 70 or higher = 60 points from your total points accumulated
- 2/12 with a score of 70 or higher = 80 points from your total points accumulated
- 1/12 with a score of 70 or higher = 100 points from your total points accumulated
- 0/12 with a score of 70 or higher = 120 points from your total points accumulated

Pop Quizzes: Although I don't make attendance mandatory, I have noticed a correlation (a topic you will learn later this semester) between attendance and grade performance. More specifically, I have noticed that most of the students who do poorly in this class also do not attend class regularly. While I do understand that many students hate the idea of pop quizzes, I use them to reward and encourage regular attendance and class participation. I will assume that you have read the material before class and are willing and able to communicate your ideas and inquiries during our class discussions. Your class contributions could range from questions about the readings, personal examples related to the topic of discussion, and/or epiphanies you had about the topic of discussion. I will give no more than THREE (3) pop quizzes throughout the semester. The quizzes are such that if you have done the assigned reading or paid attention in class you should get full credit. The credits for these quizzes are based on a pass (symbolized as a "check") or fail (symbolized as a "check minus") grade. Five (5) points will be deducted off your total points earned for every quiz you fail. **Please note: If I hand out the quiz at the beginning of class, those who are late to class miss the quiz. No exceptions.**

Grading scale for pop quizzes:

- Pass 3/3 Quizzes = 0 points deducted off your total points accumulated
- Pass 2/3 Quizzes = 5 points deducted off your total points accumulated
- Pass 1/3 Quizzes = 10 points deducted off your total points accumulated
- Pass 0/3 Quizzes = 15 points deducted off your total points accumulated

Global Citizen Assignment (GCA): You will type approximately 650 to 1000 words summarizing the main points from the assigned readings while addressing any particular items that you found interesting, compelling and/or problematic. You will be responsible for three readings per paper assignment. You will choose two of the three readings posted on Canvas. However, you will select the third reading on your own. The third reading must be a peer reviewed scholarly article that relates to the following: the self-selected two articles on Canvas, global inequality (or globalization) and the chapters associated with each respective exam. Therefore, this assignment will be due via Canvas by 11:59PM on the following exam days: January 31st, February 22nd, March 23rd, & April 25th. The credits for these papers are based on a pass (symbolized as a “check”) or fail (symbolized as a “check minus”) grade. Forty (40) points will be deducted off your total points earned for every paper you fail. Late papers will **NOT** be accepted.

Text format:

- ✓ Microsoft Word ONLY (doc or docx files)
- ✓ Double spaced
- ✓ 12-point font
- ✓ Times New Roman
- ✓ Page number at the bottom right
- ✓ Word count displayed at the end of the last page
- ✓ Correct grammar, spelling, and punctuation (Go to the writing lab)
- ✓ **For this class 4 to 7 sentences equals one paragraph.
- ✓ **Direct quotes are **NOT** allowed.

Please note:

- You must cite your sources and include a bibliography.
- Your third reading must include a hyperlink to the article.
- Your sources and bibliography **cannot** be applied to your word count.
- Your Turnitin score must be **5% or less**.

Grading scale for papers:

- Pass 4/4 Papers = 0 points deducted off your total points accumulated
- Pass 3/4 Papers = 40 points deducted off your total points accumulated
- Pass 2/4 Papers = 80 points deducted off your total points accumulated
- Pass 1/4 Papers = 120 points deducted off your total points accumulated
- Pass 0/4 Papers = 160 points deducted off your total points accumulated

Tests: There will be four (4) tests given during the semester. The tests will be conducted online via Canvas. The time you have to complete the test will be contingent upon a number of factors such as number of, and type of, examine questions. Each test is non-comprehensive in nature. Tests will consist of problems, short answer questions, and objective questions. Your final grade will be based upon the total number of points accumulated of the four test grades. **There are no provisions for extra credit.** The access period to start the exam will open at 11:00AM and closed at 5:00PM on the scheduled test date. If you miss this access period, you will **not** be able to make up the exam. Therefore, you will receive a grade of zero for the missed exam. Additionally, answers will not be given to you after the exam has been completed. If you would like to review your graded exam, please schedule an appointment to see me.

Makeup Test Policy: Contingent upon the capabilities of Canvas, make-up exams will be administrated online. If administrating make-up examines prove not to be conducive for Canvas, makeup examines will be administered in a hard-copy format. Thus, you will take any applicable makeup examine (hard-copy) in the room where we regularly meet. You are encouraged to be present for each of the first three (3) tests on the scheduled test dates. **If you cannot be present on the scheduled test dates on the first three tests, you may take a makeup test(s) on the date makeup tests are administered (April 25th).** Please see addendum on page 15.

An explanation as to why a test was missed is not necessary. You should note that the expression *makeup test* only refers to a test being taken because you were not present when the test was originally scheduled. The expression *makeup test* **does not** mean a test taken in an effort to substitute a better grade for a grade on a previous test. You are not allowed to substitute one test grade for another by taking a makeup test. **There are no provisions for taking a makeup test on the fourth test.** Please **do not** request any exceptions to this policy.

Students Having Special Needs/Disabilities: If you have any special needs/disabilities which require that you request some type of accommodation(s) for the successful completion of this course, you must notify the Office of Disability Services as soon as possible. Failure to notify the Office of Disability Services in a timely manner could, at best, result in a delay in the approval of the accommodation(s). **By timely manner, I mean within the first three days of class.**

Policy on I/W Grades: A grade of I (Incomplete) will only be issued in extraordinary circumstances, and any requests for such will be evaluated on a case-by-case basis. Should you drop the course within the time frame that the university establishes, you will receive a grade of W. If you want to drop the course, you do not have to consult with me. The only requirement is that you drop the course before the university deadline to drop.

Other Items to Consider: Every effort will be made to adhere to the course schedule reflected in this syllabus. You should take note, however, that the schedule could be altered. Any changes in the schedule will be announced in class and via Canvas. It is your responsibility to keep apprised of any changes.

Handouts such this syllabus, class policies, optional work problems, etc. will be distributed throughout the semester. It is your responsibility to get the hand-outs at the time they are

distributed or as soon as possible thereafter. In the event that you miss a class, you should contact me to obtain copies of any hand-outs that may have been distributed.

Finally, a sheet titled *Rules for the Road* is attached as part of this syllabus. It outlines other class policies. Please read it carefully. It covers a variety of important topics — how best to contact me, class conduct, etc. A *Tips for Success* document is also included with this syllabus. Let me urge you to read both documents very carefully.

The policies set forth in this syllabus, along with the *Rules for the Road* document, apply equally to all students. **Please do not ask for an exception to any policy that could directly or indirectly relate to your final course grade.** For example, please do not ask to submit an extra-credit project of some sort. Similarly, please do not ask for permission to take a test even though someone else has already completed the test and has exited the room. It is imperative that all students be given the same opportunities along the road to a final course grade. This *no exceptions* approach is in place for the benefit of all students; it works to ensure that all students are evaluated on the same basis.

Every effort will be made to adhere to the schedule as outlined on the course calendar, even though it is common to get a day ahead or behind with respect to specific lecture material. Although it is highly unlikely, unforeseen circumstances could result in a change in the test schedule. Whenever you are absent — even if only for one class period — you should check with your classmates to see if there has been any announced change in the schedule.

I strongly recommend that you read the reading assignment at least once in advance of the date that the topic is to be covered in lecture. You may find the material to be more comprehensible after you have heard the lecture on a topic, but I still encourage you to read the assigned reading in advance. Additionally, you may want to read the assigned material a second time — in other words, once more after the lecture.

~ *SEE NEXT PAGE FOR COURSE CALENDAR* ~

| Day | Date | Topic | Reading |
|-----------------|-------------|--|------------------------|
| Tuesday | 1/10 | Introduction | |
| Thursday | 1/12 | Variables; levels of measurement | Chapter 1 |
| Tuesday | 1/17 | Purposes of statistics; measures of central tendency | Chapter 2 |
| Thursday | 1/19 | Measures of dispersion; Z scores | |
| Tuesday | 1/24 | Distributions | Chapter 3 |
| Thursday | 1/26 | The normal curve | Chapter 4 |
| Tuesday | 1/31 | Test 1 Global Citizen Assignment Due | |
| Thursday | 2/02 | Sampling; sampling error; sampling distributions | Chapter 5 |
| Tuesday | 2/07 | Continuation; the Central Limit Theorem | |
| Thursday | 2/09 | Construction of a confidence interval for the mean with σ known | Chapter 6 |
| Tuesday | 2/14 | Continuation; construction of a confidence interval for the mean with σ unknown | |
| Thursday | 2/16 | Continuation; construction of a confidence interval for the proportion | |
| Tuesday | 2/21 | Test 2 Global Citizen Assignment Due | |
| Thursday | 2/23 | The logic of hypothesis testing; hypothesis testing a single sample mean with σ known | Chapter 7 |
| Tuesday | 2/28 | Continuation; hypothesis testing a single sample mean with σ unknown | |
| Thursday | 3/02 | Hypothesis test for matched/related samples design | Chapter 8 |
| Tuesday | 3/07 | Continuation; hypothesis testing for independent samples design | |
| Thursday | 3/09 | One and two tail tests | Chapter 9 |
| Tuesday | 3/14 | SPRING BREAK | ***** |
| Thursday | 3/16 | SPRING BREAK | ***** |
| Tuesday | 3/21 | Global Inequality and Globalization Film | |
| Thursday | 3/23 | Test 3 Global Citizen Assignment Due | |
| Tuesday | 3/28 | Hypothesis testing using ANOVA | Chapter 10 |
| Thursday | 3/30 | Continuation | |
| Tuesday | 4/04 | Hypothesis testing using Chi Square | Chapter 11 |
| Thursday | 4/06 | Continuation | |
| Tuesday | 4/10 | Correlation and Regression Analysis | Chapter 12 |
| Thursday | 4/13 | Continuation | |
| Tuesday | 4/18 | Regression Analysis | |
| Thursday | 4/20 | Study Day | |
| Tuesday | 4/25 | Test 4; Makeup Exams, Global Citizen Assignment Due | 10:00am-12:00pm |

Grading Policies: Course grades will be based upon the average of your four (4) tests grades, no more than three (3) pop quizzes, four (4) writing assignments and six (6) CourseMate activities (see below). Each of the four (4) examines will be worth 100%. I will incorporate your pop quiz scores, summary and discussion papers, and your CourseMate quizzes into your total points accumulated. Remember, your pop quizzes, writing assignments, and the CourseMate activities will count as deductions from your total points accumulated—they cannot boost your final grade. A grade of incomplete (I) is given only under extenuating circumstances and at the instructor’s discretion. Students seeking an “I” grade must be passing the course at the time of the request.

Course grade scale (based upon total points accumulated):

| Total Points Accumulated | Letter Grade |
|--------------------------|--------------|
| 400 – 359 | A |
| 358 – 319 | B |
| 318 – 279 | C |
| 278 – 239 | D |
| 238 – 0 | F |



Rules of the Road

Listed below are some Rules of the Road for this class. Please read them carefully and treat them as stated policies. The class can be demanding, and many of the policies relate to an effort to create the proper class atmosphere for all the students who are enrolled. Your adherence to all the policies is expected.

1. Please make every effort to arrive on time. I will also make every effort to arrive on time.
2. Make certain that you have an activated university e-mail account. Test grades will be posted on Canvas, but your grades will not be posted by the system if you don't have an activated account. Also, any e-mail messages that I might send related to the class would be sent did not have an activated university e-mail account. Even if you conduct most of your e-mail communication via a commercial provider, you should make it a habit to check your university e-mail account on a regular basis.
3. If you know that you will have to leave class early, please take a seat as close to the door as possible. The collection of materials (backpacks, notebooks, text books, etc.) can be disruptive, so a quick, quiet exit is requested.
4. Please refrain from communicating with your classmates in any way (talking, gesturing, etc.). It is imperative that the classroom be free of extraneous noise during the lecture/discussion. Each student has a right to an unimpeded flow of information during the class session. The slightest amount of extraneous communication can easily undermine the process. You should feel free to exit the classroom anytime (other than during a test or the final exam) that you have a desire to engage in extraneous communication. In fact, I would much prefer that you do just that. If you engage in extraneous communication during the class session, I will probably ask you to leave the classroom.
5. Questions are encouraged during lecture, and all students should feel free to ask questions at any point. You are expected to extend courtesy to those who might ask questions — the courtesy of not making comments about others' questions or showing signs of displeasure.
6. If you need to contact me, let me urge you to use e-mail, as opposed to a phone call. I typically monitor my e-mail on a fairly constant basis (even during the evening hours and on weekends) and am far more likely to respond quickly to an e-mail (as opposed to a phone call).
7. You should always feel free to come by my office anytime during my posted office hours or anytime that my office door is open. If I am tied up with another appointment or otherwise preoccupied, I will be glad to work with you to set a specific time for a visit (including times apart from my posted office hours).

COURSE AND UNIVERSITY POLICIES

University Attendance Policy. Valid excuses for absences include documented illness, deaths in the family, calls to active military duty or jury duty, religious holy days, and official University activities. Consideration will also be given to students whose dependent children experience serious illness. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Students are responsible for all of the material covered in class on those days they have missed. Please inform me ahead of time if you will be missing class to observe a religious holiday.

Academic Dishonesty And Disruption Of Academic Process: Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work.

Cheating: Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

PUNISHMENT GUIDELINES FOR ACADEMIC DISHONESTY: Punishments for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” or “Zero” on the subject paper, lab report, etc., an “F” in the course, suspension or expulsion from the University. The University drop and forgiveness policies shall be revoked for a student accused of academic dishonesty. The internal transcript of a student who is awarded an “F” for

academic dishonesty will read “FF.” Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript.

- a. For observation of or exchanging test information with other students during the course of a classroom test, the students who receive or give such information may receive an “F” with a numerical value of zero on the test, and the “F” shall be used to determine the final course grade. It is the option of the instructor to fail the student in the course.
- b. For the use of any prohibited device, such as a cheat sheet, recording, calculator if forbidden on exam, etc., during the course of a classroom test to assist the student or other students, the student using such prohibited device may receive an “F” in the course.
- c. For the use of another student, a stand-in, to take an examination for the enrolled student, it is suggested that the enrolled student receive an “F” in the course and be suspended from school for one year and that the stand-in, if a University student, be suspended from school for one year.
- d. For stealing, borrowing, or buying of research papers, creative works, speeches or tests and other exam materials, or the dissemination of such materials, or the manipulation of recorded grades in a grade book or other class records, the student, if enrolled in the course, may receive an “F” in the course and may be expelled from the University.
- e. It is suggested that students who receive or give stolen computer programs receive an “F” with a numerical value of zero on the program or programs, and the “F” be used to determine the final course grade. It is the option of the instructor to fail the student in the course.

For details on this policy, go to (<http://www.ugs.usf.edu/policy/academicintegrityofstudents.pdf>)
For a plain-language review: (usfweb2.usf.edu/ethics/ai5/index.html)

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.”

Statement of Accommodation. If you need special accommodations for tests or for regular class meetings, please let me know by the second week of class so that arrangements can be made. Each student must bring a current “Memorandum of Accommodation” from the Office of Students with Disability Services, which is a prerequisite for receiving accommodations. Accommodated examinations through the Office of Students with Disability Services require two weeks’ notice. Course documents are available in alternative format if requested in the student’s Memorandum of Accommodations. For more information, visit:
(<http://www.usf.edu/student-affairs/student-disabilities-services/accommodations/index.aspx>).

University Emergency Policy. In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas

site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Syllabus Change Policy. Except for changes that substantially affect evaluation, the syllabus and reading schedule are subject to change at the instructor's discretion (with reasonable notice).

DRAFT

Tips for Success

Many students approach this course with anxiety. Students with a *math phobia* of some sort are often naturally concerned. Others without any phobia are worried simply because they've heard horror stories about statistics courses. My suggestion is that anyone who is anxious should begin with a different view.

First, this course is more about concepts than calculations. Secondly, I like to think that the horror stories about statistics courses don't apply to *this* course. It's true that some students believe that this course was a horrible experience, but I firmly believe that a bad experience in this course is traceable to specific study habits or classroom behaviors. With that in mind, let me offer some tips that you might use to make your trek through this course a successful one.

If you're taking this course at an hour when you're apt to be very tired (e.g., at the end of a string of other classes or when you've just finished an eight-hour shift at work), make an adjustment in your schedule. Find some way to adjust your schedule or do whatever is necessary to get some rest before you come to class. It's pointless to come to class if you're going to drift off into slumber land. I don't take roll, so there's no point in showing up if you're not going to be engaged in class.

I'll do everything I can to translate the concepts in a meaningful way, but I have to know that you're digesting the material. If you're unclear about *anything*, just signal me with a raised hand. I'll try to answer any question you pose. If you're worried about other students getting upset with your questions—put that worry aside, and ask. If other students exhibit any sign of displeasure at your questions, I will deal with those students.

You should *never* engage in *side conversations* in this class. If you're inclined to ask someone about a point I just made in lecture, ask me about it — don't ask a classmate. If you find that someone around you is engaging in side conversation, move. Don't do a disservice to yourself by sitting next someone who doesn't know how to behave in a classroom.

If you're pleased to know that one of your friends is taking this class, and you plan to sit together, alter your plan. Don't sit with a friend. The act of sitting with a friend often gives rise to *side conversations*.

Plan to read each chapter in the text more than once. The terminology used in the field of statistical analysis is very specific — very specific terms with very specific meanings. *Most students find that it is impossible to memorize the material.* You have a choice:

- You can opt for a plan based upon memorization — a plan that is apt to result in failure.
- You can opt for a plan based upon true learning— a plan that is apt to result in success.

You will occasionally hear me make reference to a *dark room moment* — my term for a few minutes of serious reflection. If you're sailing through the course without any problem, you probably won't have to take a *dark room moment*. If you're having a problem, though, let me urge you to following the path of the *dark room moment*.

In short, a *dark room moment* is a few minutes of serious reflection without distraction. It involves an *internal conversation* — one in which you ask yourself if you're truly understanding the concept at hand — one in which you ask yourself if you're still trying to rely upon memorization.

Don't adopt an approach to studying that is based upon reading notes or the text from Point A and Point B with an eye toward just getting from one point to the other. The material of statistics requires *serious contemplation*. Continue to monitor your approach to the material. Be *honest* with yourself. If you can admit to yourself that you're still trying to memorize the material, you're in a better position to make the necessary corrections in your approach. If you deny the reality, you're apt to get further and further behind in the course.

Begin with the assumption that the material may not always unfold in a sequential fashion. One step normally builds on the next, but that's not always the case. There are some concepts that you'll encounter that seem unrelated at first. When you're introduced to concepts that seems to have no relationship to the topic at hand or the topic that was just discussed, *lighten up* — don't expect to see an immediate connection. The connection will eventually emerge, but you'll do yourself a serious injustice if you tense up or shut down because you fail to see the immediate connection.

In line with all of that, be prepared for a major intellectual jump as we move to the second section of material — just after we've had the first test. I say this because many students find that the first part of the course deals with familiar material — material they've encountered in other classes. It's easy to slip into a false sense of security in a case like that. You should be aware that a major jump occurs when we move from descriptive to inferential statistics. For many students, that's when the *brick wall* is encountered. Whether you get over or through the brick wall will depend, in large measure, on how seriously you have studied up to that point. If you developed a habit of dismissing material as something you've encountered before, do whatever is necessary to jettison that habit. If you get over or through the brick wall, the rest of the course is pretty smooth sailing. If you can't get over or through the wall, there's a chance that you won't recover. I'm not saying that it's impossible; I'm just saying that it is difficult to recover. My suggestion is to avoid the problem before it gets to your door. Avoid the problem by taking a serious approach to the material from the very first moment.

Be prepared for a course that may challenge the very way in which you have looked at the world most of your adult life. By the same token, be prepared for a course that demands that you think in a logical and critical manner. The language of statistics is totally unlike spoken language. With an increasing tendency toward informality in our spoken language, *be prepared for a jolt*. It's not a case that I'm being difficult if I ask you to clarify a statement or ask you to be more specific in a response. I am simply asking you to speak in proper statistical terms.

Finally, let me suggest that you clear your mind of any previous notions of what this course is about or how it will be taught. Believe it or not, I want EVERYONE to make an A in this course. I will do my best to ensure that happens but YOU must do your part as well!

Addendum:

Makeup Exam Policy

If you taking a makeup exam (or multiple makeup exams), you must complete the exams and the fourth exam during the time class is typically scheduled – 11am to 12:15pm. Thus, you will not have until 5pm to access your exam(s).

If you do not complete your exams within this timeframe, all unanswered questions will be counted as incorrect.

Please remember that all exams, including makeup exams will be online, not in the classroom.

Please do not request any exceptions to this policy.

DRAFT