KENT STATE UNIVERSITY

Name: Lorna G Herdina
Organization: Dean Arts & Sciences
Submission Date: 12/5/2018

Course Catalog Update

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Course Catalog Update Information: STU0004

Reference Number: CCU013948
Date: 22-OCT-18
Level: 3.00 of 3.00
Currently On The Worklist Of: Alison Smith, alisonjs
Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Xiaoyu Zheng
Requested Effective Term: 201980
Campus: Kent
College: AS-Arts and Sciences
Department: MATH-Mathematical Sciences
Course Subject: MATH-Mathematics
Course Number: 10040
Course Title: Introductory Statistics Plus
Title Abbreviation: Introductory Statistics Plus
Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 5 to 5
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 5 to 5
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes
If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): (Learning Outcomes equivalent to MATH 10041) An introduction to statistical thinking and statistical methods with a review of basic algebra. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom. This course also provides just-in-time remediation to help students achieve the same learning outcomes as MATH 10041. No credit earned for this course if a student already earned credit for MATH 10041.

Prerequisites (edited): ALEKS Math score between 25 and 34; or minimum C grade in MATH 00021.
Corequisites (edited):
Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
5	Data collection; design of experiments
5	organizing and summarizing data
10	Numerically summarizing data
5	Description of the relation between two

	variables
10	Probability
10	Sampling distributions; normal distributions
10	Confidence interval about a single parameter
12	Hypothesis testing
8	Reviews and Exams

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Gould, R., Ryan, C., and Rebecca Wong. (2017). Essential Statistics, Exploring the World through Data, 2nd ed. New York: Pearson. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

Writing Expectations: Coherent argument in the solution of statistical problems.

Instructor(s) expected to teach: All Math faculty

Instructor(s) contributing to content: Reed, Tonge

Proposal Summary

Explain the purpose for this proposal:

To allow some students who placed into remedial coursework, and still need MATH 10041, to complete the equivalent course in one semester. Math department currently offers a pilot version of this course in the form of Corequisite model, students who placed into MATH 00022, are registered in two separate courses: MATH 10041 (4 hours) and a linked MATH 00095 (1-hour special topics). This proposal is to permanently combine of these two courses into one 5-credit hour course.

Explain how this proposal affects program requirements and students in your unit:

No effect.

Explain how this proposal affects courses, program requirements and student in other units:

Students needing MATH 10041 that would have been placed in MATH 00022 will take this course, MATH 10040, in a single semester instead of MATH 00022 and MATH 10041 taken over two semesters. Students will progress faster to degree completion.

Explain how this proposal affects enrollment and staffing:

Enrollments will increase at the same rate as decreased remedial enrollment. No effect on staffing.

Units consulted (other departments, programs or campuses affected by the proposal):

Regional Campuses.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/6/2018	Xiaoyu Zheng	
11/1/2018	Mary Ann Haley	Returning per your request.

History:

Date	User	Status
12/5/2018	Mary Ann Haley	Approved
11/6/2018	Andrew M. Tonge	Approved
11/6/2018	Xiaoyu Zheng	Submitted
11/1/2018	Mary Ann Haley	Returned For Edit
10/30/2018	Andrew M. Tonge	Approved
10/30/2018	Xiaoyu Zheng	Submitted

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: November 6, 2018

Department/School: Mathematical Sciences

Course ID: 10040 **Credit Hours:** 5

Course Title: Introductory Statistics Plus

Prerequisite(s): ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

Select Kent Core Category:

☐ **Composition**	☐ **Humanities and Fine Arts**	☐ **Social Sciences**
☒ **Mathematics and Critical Reasoning**	☐ **Humanities**	☐ **Basic Sciences**
	☐ **Fine Arts**	☐ **Additional**

1. **Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   Students will work collaboratively on the analysis of data, solving problems based on real-world situations. The exchange of ideas will promote critical thinking and will help them to acquire an understanding of the core concepts of probability and statistics.

   b. **Apply principles of effective written and oral communications.**

   Students will present written and oral reports of their investigations for evaluation and feedback.

   c. **Broaden their imagination and develop their creativity.**

   This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers. Tackling problems arising from real-world situations will require creative interpretations.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

   Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. The entire course introduces mathematics in practical situations. Thus, students can better relate the mathematics learned to similar real-world situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

MATH 25

e. Develop competencies and values vital to responsible uses of information and technology.

The understanding of statistics and statistics thinking is necessary for accurate evaluation of many forms of information – and so for its responsible use.

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

The course promotes students' conceptual understanding through collaborative work on the analysis of data to solve problems based on real-world situations. The exchange of ideas will promote critical and independent thinking, important for the development of informed and responsible viewpoints.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.

Not routinely covered in this course.

h. Increase their awareness of ethical implications of their own and others' actions.

Evaluation of some types of misinformation through the close examination of statistical reports heightens awareness of the ethical reporting of information.

i. Integrate their major studies into the broader context of a liberal education.

The use and interpretation of statistics is important in a broad spectrum of disciplines.

j. Strengthen quantitative reasoning skills.

This is a primary goal of the course.

k. Understand basic concepts of the academic disciplines.

The use and interpretation of statistics is supports that understanding of some basic concepts in many disciplines.

2. If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

This course sharpens and strengthens skills in arithmetic and basic algebra. It develops students' understanding of how to design experiments, collect, organize and summarize data. It teaches the fundamentals of probability and applies them to teach basic concepts of sampling and statistical inference.

2. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

This course engages the student in developing an understanding of statistics, a field that originated in the 18th century and matured throughout the 19th and 20th centuries as a cornerstone of inductive reasoning and the scientific method.

MATH 26

4. **Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.**

Yes. The Scale Up lab on the third floor of Mathematical Sciences Building. Students will have access to computers and be sitting at round tables to promote collaborative learning.

5. **Has this course been offered previously?**

Currently being offered as a pilot as MATH 10041+ MATH 00095.

6. **Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?**

MATH 10040 builds from a lower pre-requisite level but achieves the same ultimate learning outcomes as MATH 10041, Introductory Statistics, which fulfills the Kent Core. Creation of MATH 10040 aligns with the Ohio Math Initiative's Math Pathways focus on establishing co-requisite courses offering variable entry points for math gateway courses. Co-requisite courses are designed to increase student success and accelerate student progress toward graduation by moving students out of math remediation as much as possible. Instead taking an extra semester of math remediation, students are placed directly into college level "co-requisite" courses incorporating extra support. This approach provides students with a shortened one or two semester pathway to completion of their mathematics requirement, aligned to the needs of their majors. Institutions in many states have deployed co-requisite courses and have achieved very significant gains in student success in their math courses, in completion of math gateway courses, and in acceleration toward graduation. MATH 10040 is a co-requisite course achieving the same learning outcomes as MATH 10041, but open to many more students who are not adequately prepared for MATH 10041. MATH 10040 provides additional background and extra time to help such students be successful. Students may not receive credit for this course if they already earned credit for MATH 10041.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

MATH 27

MATH 28

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MATH 10041 Introductory Statistics (4) and MATH 10040 Introductory Statistics Plus (5)

Department/School: Mathematical Sciences

Proposed Kent Core Category: (please check appropriate box)

- ☐ Composition
- X Mathematics and Critical Reasoning
- ☐ Humanities and Fine Arts
  - ☐ Humanities
  - ☐ Fine Arts
- ☐ Social Sciences
- ☐ Basic Sciences
- ☐ Additional

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study. Recognize the limitations of observational studies and common sources of bias in surveys and experiments. Recognize that association is not causation. Given a research question, formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion. Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance.	Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study. Recognize the limitations of observational studies and common sources of bias in surveys and experiments. Recognize that association is not causation. Given a research question, formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion. Interpret statistical significance and recognize that statistical significance does not necessarily imply practical significance.	Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts;	Overall student grades will be monitored to track student performance in the course. We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.

MAT. 29

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
	Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion and chi-square test for independence).	Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion and chi-square test for independence).		
Apply principles of effective written and oral communication	Summarize univariate and bivariate data by employing appropriate graphical, tabular, and numerical methods and describe the attributes of or relationships between the data. These include: frequency distributions; box plots; scatter plots; correlation coefficients; regression analysis; and measures of center, variation, and relative position.			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens				

MATH 30

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance				
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills	Compute the probability of compound events, independent events, and disjoint events, as well as conditional probability. Compute probabilities using discrete and continuous distributions, especially applications of the normal distribution. Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem. Summarize the relationship between the confidence level, margin of error, and sample size.	Compute the probability of compound events, independent events, and disjoint events, as well as conditional probability. Compute probabilities using discrete and continuous distributions, especially applications of the normal distribution. Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem. Summarize the relationship between the confidence level, margin of error, and sample size.	Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts.	Overall student grades will be monitored to track student performance in the course. We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.

MATT 31

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the *five-year Kent Core review of this course?
Understand basic concepts of the academic discipline	Summarize univariate and bivariate data by employing appropriate graphical, tabular, and numerical methods and describe the attributes of or relationships between the data. These include: frequency distributions; box plots; scatter plots; correlation coefficients; regression analysis; and measures of center, variation, and relative position. Identify the characteristics of a well-designed statistical study and be able to critically evaluate various aspects of a study. Estimate population parameters using point and interval estimates and interpret the interval in the context of the problem. Given a research question, formulate null and alternative hypotheses. Describe the logic and framework of the inference of hypothesis testing. Make decision using p-value and draw appropriate conclusion. Perform hypothesis testing with at least one test related to quantitative variable (e.g. t-test for mean) and at least one test related to qualitative variable (e.g., test for one population proportion).		Homework assignments; Performance on in-class activities; Quizzes and exams; Common final exam assessing student mastery of key concepts;	Overall student grades will be monitored to track student performance in the course. We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring 73% or higher on the exam. In addition, we will report mastery of individual learning outcomes based on final exam items.

MATH 32

Please note:

We will use the final exam to assess strengths and weakness in our students and analyze causes of the weakness and adjust course materials, delivery, or assignments as deemed appropriate.
The final exam is written by the course coordinator on the Kent campus and critiqued and proofread by a committee of at least three other faculty members, at least two of whom represent regional campus faculty. Two completely different versions will be prepared and made available to all faculty, including regional campus and College Credit Plus faculty.
A separate entity, perhaps a subcommittee of the USC, will collect, compile, and analyze the data, returning it to course coordinators and the chair of the USC. Data will be requested during final exam week and the compilation will be completed before the first week of the subsequent semester.

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

AM Torjo — 11-13-18

Department Chair/School Director (or designee) Signature — Date

SYLLABUS

MATH 10040 – Introductory Statistics PLUS

(5 Credit Hours)

Catalog Information: (Learning Outcomes equivalent to MATH 10041) An introduction to statistical thinking and statistical methods with a review of basic algebra. Emphasis is on statistical literacy, conceptual understanding and active learning in the classroom. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10041. No credit earned for this course if a student already earned credit for MATH 10041.

Prerequisite: ALEKS Math score between 25 and 34; or minimum C grade in Math 00021.

Text: Gould, R., Ryan, C., and Rebecca Wong. (2017). *Essential Statistics, Exploring the World through Data, 2nd ed.* New York: Pearson. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

Note: The class meets two days a week for 100 minutes each day and one day a week for 50 minutes. The course is activity based and designed according to the Guidelines for Assessment and Instruction in Statistics Education. (GAISE).

Foundational Material spread throughout the course (15 days)

Introduction to Data (2 days)

- Classifying and storing data
- Organizing categorical data
- Sampling methods and design of experiments

Picturing Variation with Graphs (2 days)

- Visualizing variation with numerical data
- Summarizing important features of a numerical distribution
- Visualizing variation in categorical variables
- Summarizing categorical distributions
- Interpreting graphs

Numerical Summaries of Center and Variation (2.5 days)

- Summaries of symmetric distributions
- The empirical rule and z-scores
- Summaries for skewed distributions
- Comparing measures of center
- Using boxplots for displaying summaries

MATH 33

(MATH 10040 Syllabus, continued)

EXAM 1

Regression Analysis: Exploring Association between Variables (1.5 days)

- **Visualizing variability with scatterplots**
- **Measuring Strength of Association with Correlation**
- **Modeling linear trends - Least-squares regression**
- **Evaluating the linear model**

Modeling Variation with Probability (4 days)

- **What is Randomness?**
- **Finding theoretical Probabilities - sample space, basic probability, addition rule, multiplication rule, mutually exclusive events, independent events**
- **Associations in categorical variables including conditional probability**
- **Law of large numbers**

EXAM 2

Modeling Random Events: The Normal and Binomial Models (3 days)

- **Probability distributions – discrete and continuous**
- **The Normal model and its applications**
- **The Binomial Model and its applications**

Survey Sampling and Inference (3.5 days)

- **Learning about the world through surveys**
- **Measuring the quality of a survey**
- **Sampling distributions, Central Limit Theorem for sample proportions**
- **Estimating the population proportion with confidence intervals**

EXAM 3

Hypothesis Testing for Population Proportions (4.5 days)

- **Main ingredients of hypothesis testing**
- **Hypothesis testing in four steps**
- **Characterizing p-values**
- **Hypothesis testing in four steps – the one proportion z-test**

Inferring Population Means (4 days)

- **Sampling distribution of means**
- **Central Limit Theorem for sample means**

(MATH 10040 Syllabus, continued)

- **Answering questions about the mean of a population**
- **Hypothesis testing for means**
- **Overview of analyzing means**

EXAM 4

REVIEW
FINAL EXAM

MATH 10040 INTRODUCTORY STATISTICS PLUS
Fall 2019

INSTRUCTORS: **OFFICE:**
PHONE: **E-MAIL:**

OFFICE HOURS:

CLASS TIMES:

COURSE GOALS: In this course we will emphasize statistical literacy and develop statistical thinking, use real data, stress conceptual understanding, foster active learning in the classroom, use technology extensively, and use assessments to improve and evaluate your learning. This course also provides just-in-time remediation to help students achieve the same learning outcomes as Math 10041. For more detailed learning outcomes, please see the Learning Outcomes on the Blackboard site in the Course Information folder.

KENT CORE REQUIREMENT: This course may be used to satisfy the Kent Core Requirement. Kent Core courses as a whole are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

COURSE PREREQUISITE: You are expected to have successfully completed (with a grade of C or better) MATH 00021 here at Kent or an ALEKS Math score between 25 and 34. If you do not satisfy these prerequisites, the Registrar may de-register you from this course.

BLACKBOARD website: We have a Blackboard site for this course, which you can enter via flashline under the "My Courses" tab.

"FLIPPED PEDAGOGY." In this course we expect you to read and study the textbook or e-text BEFORE coming to each class. You will be quizzed before EVERY CLASS MEETING on these readings. Don't worry. The quizzes will be very straightforward and not tricky. If you have spent sufficient time reading and thinking about the material, you will do well on them. Class time will be spent working on problems and activities either in a group or individually. We hope this course organization will help you "learn by doing" and develop a strong understanding of statistical reasoning.

TEXT. *Essential Statistics, Exploring the World Through Data, 2nd edition* by Robert Gould, Colleen Ryan, and Rebecca Wong. Published by Pearson. You have already paid for electronic access to this text when you paid your tuition bill. You will have access to the e-text via a link on our Blackboard Course. You may choose to purchase a printed, 3-hole punch version of the text at the bookstore for $26. 65. This companion print option is not required and is an optional purchase, available to those who would like a printed texted. You will be expected to read the text on a regular basis. This course uses an additional supplement created by MATH 10041 instructors and available at the bookstore.

SOFTWARE.

MyMathLab. Homework will be completed on the software, MyMathLab (MML) that accompanies the text. You can access MyMathLab via our Blackboard course.

Learning Catalytics. This is polling software that is available within MyMathLab at ***no extra cost to you.*** You need to complete a reading quiz on Learning Catalytics before every class.

MATH 36

StatCrunch. This is the statistical package that comes with MyMathLab. We will be doing some class activities on StatCrunch and some homework assignments require its use.

CALCULATOR: You need a **graphing calculator** for class activities and homework assignments. I will be using a TI*84 plus for in-class demonstrations and suggest you purchase one of these if you do not currently own a graphing calculator. Please bring the calculator to class ***every day.***

ATTENDANCE POLICY: I expect you to attend every class. If, however, you miss a class due to unforeseen circumstances, ***it is your responsibility to obtain notes from a group member and complete the daily group assignment on your own***. Acceptable reasons for missing class include illness and injury (with documentation), disability-related concerns, military service, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event. Absences for these reasons are considered "excused." Please notify me, in advance if at all possible, if you need to miss class. I do not allow make-ups on quizzes for unexcused absences.

ASSIGNMENTS:

Daily Reading Quizzes. Before each class, you need to read sections of the textbook or e-text as indicated by the reading guides as given in the "Reading Guides" folder in the "Course Content" folder in our Blackboard course. YOU WILL HAVE A SHORT READING QUIZ ON THESE MATERIALS BEFORE EACH CLASS. These are due at 11:00 AM each class day. You can access these "Learning Catalytics" reading quizzes via the homework link on MyMathLab. The reading guides tell you what I will ask on the quizzes. The emphasis is on the vocabulary. Makeups or extensions on these are rarely permitted and only considered if you have a WRITTEN university acceptable excuse for missing class that day.

Daily Group Assignment. During most class periods, you will work with your group on an activity. Each activity requires a write-up that will be submitted during class via Blackboard. Some may be completed paper and pencil and submitted in your table's folder. If your group does not finish the activity in class, you may submit it via Blackboard by midnight the night before the next class. These will be graded. If you are absent and have a university-acceptable excuse, you may complete the activity **individually** with PAPER AND PENCIL and bring it to the **next class**.

MyMathLab Homework Assignments. You will be assigned homework problems on MyMathLab after each class period. These are to be completed individually and will be graded by the software. If you score an 85% or better on an assignment and submit it on time, you will receive 3 points for that assignment. If you score less than 85%, you will earn 0 points for that assignment. MML homework assignments are due at midnight on the class day *after* they are assigned, unless otherwise noted. Assignments submitted after due dates have an automatic 15% point reduction. **I will accept *no* late assignments once the exam has been given on the chapter.** Exceptions to these deadlines are: a) documented illness, b) death in the immediate family, or c) involvement in a university-sponsored event (sports team, choir, etc.).

Weekly Quizzes. You will have 10 quizzes during the semester, generally once a week during weeks when no exam is scheduled. These weekly quizzes will be completed with paper and pencil and will be more involved than the daily reading quizzes. You need to be present the entire class period in order to earn the points for the quiz. Some of these may be group quizzes.

Exams. You will have four in-class exams and a comprehensive final. All exams are paper and pencil exams.

FINAL EXAM: The final exam is a ***block final,*** which means all Introductory Statistics classes take it at the same time. Please make a note NOW of the day and date: ***Tuesday, December 11, from 3:15 – 5:30 p.m. in a room TBA.*** The final is a cumulative exam.

MATH 37

MAKE-UP EXAMS: Given only under extraordinary circumstances with written verification of a university-accepted excuse (documented illness, death in immediate family, university-sponsored event). Please notify me IN ADVANCE, if possible, if an exam is to be missed.

GRADING:	
Cellphone (clicker) daily reading quizzes (about 20 of them)	**75**
4 Exams @ 100 points apiece	**400**
Weekly Quizzes (Group or Individual)	**100**
Daily group assignment (20 @ 5 points ea.)	**100**
MML HW assignments	**75**
Final Exam	**250**
Total Points Possible	**1000**

Grading Scale *(in percents)*

		A	93–100	A-	90–92
B+	87–89	B	83–86	B-	80–82
C+	77–79	C	73–76	C-	70–72
D+	67–69	D	60–66	F	0–59

There will be NO CURVE

CHEATING AND PLAGIARISM: University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy here and/or ask.

STUDENTS WITH DISABILITIES: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

CELL PHONES: Out of courtesy to your classmates and to us, please turn your cell phones OFF during class, except when we are using them for class activities. If you are expecting an emergency call, please set it to *vibrate*.

REGISTRATION REQUIREMENT: The last day to add a full term class or change sections of a class is midnight on Wednesday, August 29. The last day to drop any or all courses that meet the full semester before grade of "W" is assigned **is midnight on Wednesday, September 5.** University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

WITHDRAWAL DEADLINE: The official withdrawal deadline for this course is Wednesday, October 31, at midnight.

COMMUNICATON: Please check your university kent.edu email on a regular basis.

MATH 38