

COURSE POLICIES – MATH 141: INTRODUCTORY STATISTICS

PROFESSOR: Janice Sklensky

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CLASS MEETINGS: TR 11-12:20, in Science Center 1314

DROP IN OFFICE HOURS: M 11-11:50am, W 1:30-2:20pm, R 1:30-2:20pm, F 10-10:50am

ADDITIONAL MEETING TIMES : by appointment – just email me!

COURSE WEBSITE: <http://oncourse.wheatoncollege.edu>

TEXTBOOK: *Intro Stats, 4th Edition* by De Veaux, Velleman, & Bock (*Copies are on reserve in the library*)

STATS SOFTWARE: *Minitab Express* – see course website for more

OVERVIEW: The world is awash in statistics: issues both big (climate change, comparing access to wealth or education for different groups, efficacy of medical treatments) and small (how to spot a frontrunner on the Bachelorette, what Americans think of the Oxford comma) can be better understood through studying the data. One goal of this course is to help you become a knowledgeable and skeptical consumer of Statistics so that you can determine whether claims based on statistics are accurate and compelling, unintentionally misleading, or even intentionally misleading. As an introductory course, this course will not expose you to every statistical technique that you could ever use in the future. Instead, the goal is to help you develop a solid foundation to which you can add the methods specific to your discipline when you need them.

We cover methods and applications of elementary Statistics, including measures of central tendency and variability, Normality, confidence intervals, hypothesis testing, linear and multiple regression, and analysis of variance.

GOALS AND EXPECTATIONS: This course, structured to lead you through multiple levels of learning Statistics, aims not only to maximize your mastery of Statistics, but also to help accomplish two secondary goals as well – improving reading of technical material through requiring you to have read the text each day and learning to communicate complicated ideas clearly and precisely—verbally, through working with partners on in-class work, and in writing, through problem sets.

For more on the course structure, [click here](#)

You're expected to spend 2 - 3 hours of work outside of class for every hour in class, so **plan to spend a minimum of 6 hours per week working on Statistics outside of class!** Some weeks you may work more than 9 hours, while others you may find you do not need to even put in 6 hours.

Students will be treated as, and expected to act as, adults in the classroom. Our classroom is a space in which all types of learners are safe to engage in productive struggle. While I hope you will challenge each others' ideas and thoughts, I expect this to be done in a way that supports each other's learning.

Please turn cell phone ringers off, and use the computers only for class activities.

INTELLECTUAL INTEGRITY AND THE HONOR CODE: The Wheaton Honor Code carries certain freedoms and responsibilities for both students and professors. All students are expected to conduct themselves with the highest level of academic integrity, and you are each ultimately responsible for your own learning.

In this class, this means that while you are encouraged to work with other students, all submitted work must reflect your own understanding, and you document any support you receive.

It is better to turn in an incomplete or not- thoroughly-thought-through assignment than it is to present work that is not your own. In addition to upholding the Honor Code, work that accurately reflects where you are gives me a realistic view of how the class as a whole is doing so I can make necessary adjustments. (The penalty for violating the Honor Code in this class is a 0.) [Click here for an Honor Code reminder](#)

OFFICE HOURS AND TUTORING: College is not built around the assumption that you will learn everything on your own, but we do assume that you will take ownership of your own progress. One of

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the most important lessons you can learn in college is recognizing when you need additional support, and learning how and when to ask for that support.

Also, one of the primary advantages of coming to a small liberal arts school is the relationships you can form with faculty (and the letters of recommendation we are able to write for students that we get to know).

For both these reasons, **come to see me during my office hours!** My office hours are on a drop in basis, no appointment is necessary. Come to talk about Statistics or anything else!

For a different perspective on the material, and to see learning of statistics being modeled by other students, **take advantage of peer tutoring in Kollett Hall.**

COMMUNICATING WITH ME: Sometimes students find themselves in a difficult situation and would appreciate a professor showing some leeway in their policies. If you find yourself in such a situation, it is important that you communicate with me.

For more on this, [click here](#)

STATISTICS IN THE NEWS: Throughout the semester, keep an eye out for articles from current news highlighting the use of Statistics in the world around us, and set them aside. There will be times during the term when I ask you to share what you have found, and whether you think the statistics seem correct and compelling, seem correct but not compelling, unintentionally misleading, or intentionally misleading.

READING ASSIGNMENTS: Reading the text **before** each class will be an important part of this class. There are different levels of learning, with the first simply being familiarity with the vocabulary and an initial exposure to the concepts. I will be assuming you have all attained this first level before we meet, so that class meetings can be devoted to the major ideas and subtleties of the material.

Reading technical material takes time and is not easy. In order to give you credit for these efforts, each day you will answer several (2-4) questions posted on my website that you should be able to answer after you have read the section. You will post the answers through OnCourse. See the *Suggestions for Reading a Math Book* on the course website for more information.

[Click here](#) for information on how reading assignments are graded and my late policy.

WEEKLY PROBLEM SETS: You will also have Problem Sets due most week that will give you the opportunity to further solidify what you've learned through exercises that are more conceptual and require more explanation.

Problem sets will generally be due **every Thursday at 3pm**. While they are only due once a week, they represent a week's worth of learning, and you should therefore **work on them throughout the week**. Expect to always have exercises to work on during the semester.

The assignments will be posted online [here](#), which you can get to through OnCourse

For more on the expectations for Problem Sets, and the guidelines, [click here](#)

Late weekly problem sets will have points deducted on a sliding scale

[Click here](#) for more information on my late policy for problem sets.

QUIZZES: I reserve the right to give announced or unannounced quizzes at any point in the semester, which will be included in the homework total. Make sure that you are keeping up with the material.

EXAMS: During the semester, you will take two midterm exams, as well as a final exam. Exams are your opportunity to to make and reinforce connections between the topics through review, moving you to the next level of learning. The exams give you a space to demonstrate your understanding of the material, and

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give you feedback on where your understanding is strong and where you may continued growth.

The first midterm will be comprehensive, the second midterm will primarily focus on the material between the two midterm exams but will rely on earlier material, and the final will be comprehensive. Those of you without accommodations should plan on the midterms taking the full class period and the final taking 3 hours; those of you with accommodations should contact me.

The dates of these exams are fairly firmly scheduled, and are listed on the course syllabus. The date and time of the final are on the syllabus; **there will be no opportunity to take the exam before this date and time so make your travel plans accordingly.**

For additional details, [click here](#)

GRADE/PASS/FAIL: If you choose to use the G/P/F pass/fail grade option for this course and you receive a P, you will not be able to count this course toward the QA requirement or to fulfill a Math minor requirement. If you are taking this course because it is required for your major, check with that department to see whether they will count a P toward their major.

ATTENDANCE: Clearly, missing class is not a wise idea, particularly in a subject like Statistics. I therefore don't make attendance explicitly part of your grade. However, I do keep track of attendance to some extent, and will use it when assigning final grades at the end of the term, for students who are at the borderline between two grades.

For what to do if you must miss class, [click here](#)

ACCOMMODATIONS: Wheaton is committed to ensuring equitable access to programs and services and to prohibiting discrimination in the recruitment, admission, and education of students with disabilities. Individuals with disabilities requiring accommodations, or information on accessibility, should contact Autumn Grant - Associate Director for Accessibility Services at the Filene Center for Academic Advising and Career Services. Email accessibility@wheatoncollege.edu or call (508) 286-8215

EVALUATION: Assessment for the semester falls into two broad categories: exams, and assignments.

I expect to use the weights below, although I reserve the right to change them if it seems indicated.

Reading Assignments	5%	Two Midterm Exams	50%
Weekly Problem Sets	15%	Comprehensive Final	30%

[Click here](#) to learn more about discussing scores with me

COUNSELING CENTER: The Counseling Center is a confidential resource on campus for all students, providing short-term solution-focused therapy, case management, emergency services and support. This year the Counseling Center is open Monday - Fridays from 8:30 am - 4:30 pm and students can call (508-286-3905) or stop by 42 Howard Street (the white building between Beard and Art Haus) to make an appointment or seek emergency services during office hours. Counseling Center staff is available to support students with a wide range of challenges including, but not limited to, anxiety, depression, sleeping and eating concerns, identity exploration, substance use and concentration challenges. We welcome any student to come and have a discussion with us regarding what their needs are and we will help with next steps of care, whether here on campus, or locally off campus. Outside of office hours, mental health concerns and emergencies should be directed to the Area Coordinator On Call via calling Public Safety at x3333 or 508-286-3333.