

Professor: **Dr. Gauri-Shankar Guha**
 Office: 107 B Business Building
 Phone: (870) 680 8465; Fax: (870) 972 3088
 Email: gguha@astate.edu



Office hours:

Tue & Thu 08:30 – 09:30 and 11:00 – 12:00; Wed 10:00 – 12:00
 Mon / Fri appointments via email.

COURSE DESCRIPTION

This course trains students in conventional statistical methods used to analyze business and economic datasets and equips them with decision support skills. The coverage of topics include averages, dispersions, probability, sampling, statistical inference, estimation, test of hypotheses, correlation and linear regression.
 Prerequisite: MATH 1023 and CIT 1503 (or equivalent computer proficiency).

STUDENT LEARNING OUTCOMES AND CORRESPONDING ASSESSMENT GOALS OF THE COLLEGE OF BUSINESS, ASU

ECON 2113 – Business Statistics STUDENT LEARNING OUTCOMES	Assessment Objective(s)	Metric
Collect and organize datasets and be able to calculate both graphical and numerical univariate descriptive statistics like frequency tables, histograms, graphs, charts, mean, variance, standard deviation, etc.	Technology Critical Thinking Business Knowledge	Quiz, Exam, Assignment
Calculate bivariate descriptive statistics, like contingency tables; covariance & correlation analysis	Technology Critical Thinking	Quiz, Exam
Calculate general probability; and be able to use discrete & continuous probability distributions and sampling distributions.	Critical Thinking	Quiz, Exam
Derive inferential statistics like point estimates of means and proportions, and create confidence interval estimates.	Critical Thinking	Quiz, Exam
Carry out tests of hypotheses about population means and proportions	Technology Critical Thinking Business Knowledge	Quiz, Exam
Build Linear / Multiple Regression Models using MS-Excel, and interpret the results	Technology Critical Thinking Business Knowledge	Quiz, Exam, Assignment

EXPECTATIONS

The best way to earn a good grade is to regularly review and keep up with the material. Some students benefit from study-groups since discussions with peers can shed new light on the material. Others may use tutoring (face-to-face or online) to master the material. Please do whatever it takes to remain updated. If you still have difficulties, please visit my office with evidence that you have attempted to work through the material.

Learning some of the material will require MS-Excel. Please brush up your MS-Excel skills that you learnt in CIT 1503. You may also consider a tutorial like the following:

GCF LearnFree.org: <http://www.gcflearnfree.org/excel2010>

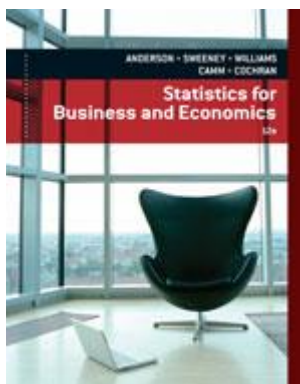
Baycon Group: <http://www.baycongroup.com/el0.htm>

This course will be taught in the classroom using the traditional Face-to-Face lecture method, with small exceptions. **ASU's Blackboard Learn** (<https://bblearn.astate.edu/>) platform will be used to post announcements, ancillary course materials and grades.

The assignments must be submitted only in Blackboard, and will **NOT** be accepted in any other form.

As a registered ASU Student you will have automatic access to Blackboard Learn. Use your ASTATE ID and password to log in to Blackboard Learn. A tutorial on how to use Blackboard is available within the course orientation.

TEXTBOOK



Statistics for Business & Economics, 12th Edition

David R. Anderson, Dennis J. Sweeney, Thomas A. Williams,
Jeffrey D. Camm, James J. Cochran

ISBN-10: 1133274536

ISBN-13: 9781133274537

You can buy the text at a discounted price here:

<http://www.cengagebrain.com/micro/ASU-ECON2113>

EVALUATION

<i>Grading Component</i>	<i>Number</i>	<i>Points Each</i>	<i>Points Total</i>
Mid Term Exams	3	30	90
Assignments (A1, A2, A3)	3	20	60
Quizzes	10	5	50
Final Exam	1	50	50
Total			250

Letter grades will be assigned (on the final score) as follows:

A > 90% B > 80% C > 70% D > 55% F < 55%

[*Quizzes and Midterm Exams will be on **Thursdays** of the week shown in the schedule.*]

MIDTERM EXAMS: There are 3 midterm exams, 1 per module. Each has 30 multiple choice questions, based on the material covered in the module. Each exam needs to be answered in a single attempt of 75 minutes.

ASSIGNMENTS: Carry out 3 assignments using Excel and submit in Blackboard.

- **A1** is a Data Hunt: collect data on 1 dependent and 2 independent variables. There must be at least 30 data points for each variable. (Module I)
- **A2** is on descriptive statistics (Module I)
- **A3** is on regression analysis (Module IV)

QUIZZES: A total of 10 quizzes will be given, based on the most current material. Using the *Thinking Aloud Problem Solving* concept students may work in groups of 4-5.

FINAL EXAM: The Final Exam is on **Monday, May 04, 08:00am – 10:00am.**

MAKE-UP POLICY: Make-ups will NOT be given for quizzes. Make-up exams **may** be allowed only for genuine documented excuses.

ACADEMIC INTEGRITY: Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community must subscribe. So, I expect my students to abide by the *honor* system and I will not condone *free-riders*. I will use maximum penalties available under the ASU academic policies to punish cheating and plagiarism. In an examination setting, violations of academic integrity shall include any attempt to receive assistance from any person, or of any attempt to give assistance. Any reference materials used in the preparation of any assignment must be explicitly cited. Violations shall also consist of lying to the instructor or purposely misleading any ASU administrator shall also constitute a violation of academic integrity.

Please refer to the Academic Integrity Policy of ASU available at the following website:
<http://studentconduct.astate.edu/AcademicIntegrity.html>

Dr. GUHA – ECON 2113 – BUSINESS STATISTICS
SCHEDULE FOR SPRING 2015

Module	Week. Class Dates	Topics you should review	Chapter	Assignment
I.	1. Jan 13, 15	Data and Statistics <i>Review MS-Excel</i>	1	Start Data Hunt
	2. Jan 20, 22	Descriptive Statistics: Graphical & Tabular	2	QUIZ 1
	3. Jan 27, 29	Descriptive Statistics: Numerical Measures Location	3	A1 Due QUIZ 2
	4. Feb 03, 05	Descriptive Statistics: Numerical Measures Variability	3	QUIZ 3
	5. Feb 10, 12	Covariance, Correlation Coefficient, Z-scores		A2 Due EXAM 1
II.	6. Feb 17, 19	Experiments, Counting Rules, Simple Probability	4	QUIZ 4
	7. Feb 24, 26	Joint and Conditional Probability, Addition and Multiplication Laws of	4	QUIZ 5
	8. Mar 03, 05	Expected Value (Mean), Variance, Standard Deviation of Probability Distributions	5	QUIZ 6
	9. Mar 10, 12	Discrete Probability Distributions	5	EXAM 2
III.	10. Mar 17, 19	Continuous Probability Distributions	6	QUIZ 7
	Mar 23 – 29	<i>SPRING BREAK</i>		
	11. Mar 31, Apr 02	Interval Estimation – for μ Pop. σ known and Pop. σ unknown cases	8	QUIZ 8
	12. Apr 07, 09	Pop. proportions Determining Sample Size	8	QUIZ 9
	13. Apr 14, 16	Hypothesis Testing: Null & Alternate Hypo. 1-tail and 2-tail tests	9	EXAM 3
IV.	14. Apr 21, 23	Regression Analysis	14, 15	A3 Due QUIZ 10
	FINAL EXAM	Monday, May 04 08:00am – 10:00am	9, 14, 15	FINAL

Note the assignment deadlines:

- A1 = **Assignment 1** (Data Hunt) is due in Blackboard by **5pm on Friday, Jan 30**. [Module I]
- A2 = **Assignment 2** (Desc Stat) is due in Blackboard by **5pm on Friday, Feb 13**. [Module I]
- A3 = **Assignment 3** (Regression) is due in Blackboard by **5pm on Friday Apr 24**. [Module IV]

ENG 1003-006 Comp. I

CRN: 13320

MWF 9:00-9:50, W 316

Spring 2015

Instructor: Miss Kerri Bennett

Office: Wilson 327E

Telephone: 870.972.2186

Email: klbennett@astate.edu

Office Hours: M/W 10:00-10:50

T 8:00-11:00

And by appointment

Textbooks

Cooley, Thomas. *Back to the Lake, 2nd Ed.* New York: Norton, 2011. **REQUIRED.**

Costello, Kristi. *Pack Prints.* Canton, Michigan: Hayden McNeil Custom Publishing, 2014. (print book with E-Book to go, ISBN: 978-0-7380-7155-8). **REQUIRED.**

Purpose and Goals/Learning Outcomes

Composition I provides Arkansas State University students “study and practice of fundamentals of written communication including principles of grammar, punctuation, spelling, organization, and careful analytical reading” (2013 ASU Bulletin). Put shortly, Composition 1 is designed to help students become stronger writers and critical thinkers. To this end, this course requires you to engage in different genres for a range of audiences, emphasizes revision, and reinforces the notion that writing conventions differ according to their rhetorical situations.

Composition I fulfills Arkansas State University’s General Education goal of preparing students to communicate effectively. The common Student Learning Outcome for all Composition I courses states that students who successfully complete this course will be able to “construct and deliver a well-organized, logical, and informative oral or written presentation, accurately documented, that demonstrates proficiency in standard American English.”

Additionally, by the end of the term, students who successfully complete this course should demonstrate the ability to:

- demonstrate rhetorical flexibility through writing and revising a variety of texts in multiple genres and for a variety of college-level audiences and purposes.
- improve their writing in response to feedback provided by peers, instructors, and/or tutors, and provide constructive, quality feedback to other writers.
- reflect upon the writing process and themselves as writers.
- employ awareness of how and when to perform to the conventions of standard English grammar, usage, and spelling.
- critically read a variety of texts (e.g., model student essays, newspaper articles, scholarly articles), and analyze the effectiveness of the rhetorical choices made in these texts.

In this course, you will engage in formal and informal written assignments, in-class writing activities, peer review exercises, critical reading activities, and research assignments, all aimed at improving skills and developing confidence and fluidity. As mentioned above, this course emphasizes revision and the idea that writing is a recursive process. Therefore, you will submit multiple drafts of Major Assignments, including rough drafts, peer review drafts, and polished drafts. This system ensures that you have the opportunity to re-see, re-imagine, revise, and polish your work before submitting it for final product-based grades. Instructor comments on early drafts may include good faith estimates of the potential grade of a draft in progress, but such comments have absolutely no bearing on the grade you receive on your final paper. Students’ final course grades will be based on class participation, their engagement in the writing process, and the quality of their final papers.

Course Requirements

Major Writing Assignments:

- **Personal Narrative:** This assignment asks you to write an essay that considers the relationship between a memorable aspect of your personal experience and its broader political, social, cultural, educational, or humanitarian significance. The experience can be common, intense, tragic, or even humorous, but it must also reveal its relationship to the way we negotiate our lives, our political beliefs, or our roles in society. In short, this Personal Essay should do more than tell a story; it must also reflect on a significant political, social, or cultural issue. In addition to enhancing the techniques and lessons learned in the first unit, the Personal Narrative Unit will give you practice creating well-crafted arguments supported by personal experience and enhanced with narrative techniques. **This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>**
- **Literary Analysis:** This assignment asks you to closely consider a specific text. To “analyze” is to study the nature and parts [of something] by examining them individually as well as the whole [sum of the parts]. This assignment will give you practice in expressing yourself clearly and appropriately as well as analyzing texts according to their uses of rhetorical and literary devices and strategies. **This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>**
- **Position Paper:** This assignment asks you to express your opinion on a public issue in an argumentative essay. A position paper contains a thesis that responds to a specific topic, provides evidence from academic sources to support that thesis, and explains how each piece of evidence supports the thesis. Because a position paper is an argument, the author is required to express an opinion and place that opinion in the context of other opinions on the same issue. You will have the option of writing your position paper in response to issues we have discussed and texts we read in class, or texts and issues you find on your own. In addition to enhancing the techniques and lessons learned in the other units, the position paper will give you practice finding, evaluating, and synthesizing secondary sources and integrating these sources into your own writing. **This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>**

Minor Writing/Composing Assignments:

- **Digital Narrative:** For this assignment, you will adapt your written Personal Narrative into an engaging Digital Narrative using an iPad app, PowerPoint, etc. and present it to your classmates. This assignment gives you practice adapting your writing for different mediums and presenting your work to others.
- **Reader Response Paper:** For this assignment, you will write a short paper in response to a text assigned by your instructor. This assignment introduces you to genre commonly assigned in a variety of disciplines, as well as the critical thinking, reading, and writing strategies most effective in a college setting.
- **Rhetorical Analysis:** For this assignment, you will study a visual or written text, paying attention to the argumentative appeals, including *logos*, *ethos*, and *pathos* that are used in it. Also consider the aspects of the rhetorical triangle (content, purpose, and intended audience) for that particular text. Then you will compose an essay explaining how these aspects work together to shape the text’s message.

- **Academic Abstract:** For this assignment, you will adapt your Position Paper into an Academic Abstract. This assignment introduces you to the conventions of academic writing that will be further explored in Composition II.

Grading Scale and Course Grading:

100-90% A, 89-80% B, 79-70% C, 69-60% D, Below 60% F

Essays (Major Writing Assignments): 25% of grade—Each assignment is worth 100 points.

Late papers, if accepted, will be lowered one letter grade. If you need additional time to complete a paper, please inform me before the due date.

Tone: The polished draft of all major assignments must be typed and submitted in MLA format, within the prescribed page length and written in the appropriate tone of voice. If an assignment is extremely informal (i.e. is written in text speech, uses excessive 1st and 2nd person pronouns, slang terms or profanity), the paper will be returned and will receive no credit.

Attendance (Quizzes): 20% of grade – I reserve the right to give attendance quizzes in instances of poor/inconsistent attendance. Quizzes may not be made up. Attendance is critical for the overall grade.

Participation/Preparation (Blackboard Assignments): 15% of grade—Students are encouraged to participate in class discussion and demonstrate what they have acquired from their reading of the text in these assignments. This grade may not be made up, and as such, **no late Blackboard assignments will be graded.**

Class work (Minor Writing Assignments, etc.): 20% of grade – The class will perform various writing assignments and exercises from the text or alternative sources during class meetings.

Mid-term and Final: 20% of grade

Policies

Behavior:

This is a college course comprised of adult students. Adult behavior is expected.

Academic Honesty:

The student is expected to produce original work of his or her own ability. (See section on **Plagiarism and cheating** below.

Accommodation:

"Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services." Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations.*

The Office of Disability Services is located in the Student Union building, Suite 2181. 870.972.3964

Attendance:

I realize that you may not be able to attend all class meetings. As is standard university policy, absences totaling more than twice the number of class meetings per week are considered excessive and will result in a lower grade. More than six absences will cause students to automatically fail the course.

Lateness: Please do not inconvenience your fellow students by coming to class late. While an occasional tardy may be inevitable, repeatedly coming into class late is unacceptable. Three tardies will result in an absence. Every additional three tardies will also result in another absence.

Make-up Work:

Permission to make up missed/returned assignments is granted at the discretion of the instructor. It is your responsibility as a student to inform the instructor of any missed assignments immediately. You are responsible for completing the work without reminders. Neglecting to make up any missing work will result in a grade of zero (0) for that assignment.

Inclement Weather:

In the event of inclement weather, please check the ASU website, the local TV and radio stations or KASU for campus closings. In the event that the campus is not closed and commuter students feel it is unsafe to travel, notify me through a call or email **before** the scheduled class meeting to avoid an absence. I may choose to cancel class even when campus is not closed and will notify the class through an email. If you suspect that such is the case, please check your ASU email account before class.

Plagiarism and cheating are both serious offenses and will not be treated lightly. Plagiarism is the use of another's work, in any form, without acknowledgement or credit of the original source and represented as one's own. Plagiarism is not only a form of academic dishonesty, but it is also illegal and may warrant criminal prosecution. Both plagiarism and cheating in all other forms will result in an F for the assignment and may result in failure of this course and dismissal from the university. For further information, including specifics about what constitutes plagiarism or cheating, see ASU's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>.

Policies Regarding Technology:

You need consistent access to a working computer and printer for this course, whether you use your private computer and printer or public ones; however, you alone are responsible for saving and backing up all of your written work: if you fail to do so, you risk missing course deadlines, which can lead to a lowered grade.

Students are welcome to use their computers for in-class note-taking, free-writing, and other appropriate activities as long as students are on task. If a student is not on task, he/she may lose computer privileges, lose points for the assignment, or be marked absent for the day, depending on the nature of the offense. Please also note that there are times when it is simply not appropriate to have a computer out. To be sure, students should routinely ask permission before using their laptops/iPads and be prepared to put them away when asked by the instructor. Though some phones can also be used for academic tasks such as note-taking, cell-phones are not allowed to be out in class. Students who are texting, talking on the phone, searching the web, obsessively checking the time, etc. can expect to lose participation points and/or be marked absent for the day, depending on the nature of the offense.

Availability:

I check my ASU email several times during the hours of 8:00-3:00 M-F. After such time, I will not check it again until the following day. I can also be contacted by the phone number listed above during the office hours indicated, as well as be visited in person in Wilson 327E during those hours.

FERPA:

"The student's academic progress, up to and including the final grade, will not be shared with any individual other than that student or appropriate university employees without the proper documentation allowing otherwise. Grades cannot be discussed via telephone or email."*

* www2.astate.edu

TENTATIVE COURSE SCHEDULE:

Please note that due-dates are approximate and may be changed at the discretion of the instructor. The information below includes Major and Minor Assignment due-dates, but does not include homework and other deadlines. Additional details regarding homework and other assignments will be given in class and posted online. If you have questions, concerns, or comments, please visit the course Blackboard site or consult your instructor for additional details.

Week 1:

MWF 01/12, 01/14, 01/16 Introduction to each other and the course, Blackboard Tutorial, The Writing Process—*Back to the Lake*, Chapter 2

Week 2:

MWF 01/19, 01/21, 01/23 **Martin Luther King, Jr. Day (No class on Monday)**
Begin Personal Narrative Unit. Read/Discuss “Once More to the Lake” by E.B. White—*Back to the Lake*, Chapter 5.

Week 3:

MWF 01/26, 01/28, 01/30 Continue Personal Narrative Unit. Begin Digital Narrative. *Back to the Lake*, Chapters 4 and 5.
Peer Review and Rough Draft of Personal Narrative due.

Week 4:

MWF 02/02, 02/04, 02/06 Continue Personal Narrative Unit. *Back to the Lake*, Chapters 4 and 5.
Begin Reader Response.
Final Draft of Personal Narrative and Digital Narrative presentation due.
This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>

Week 5:

MWF 02/09, 02/11, 02/13 Continue Reader Response Unit. Read/Discuss Ursula K. LeGuin’s “The Ones Who Walk Away from Omelas.”

Week 6:

MWF 02/16, 02/18, 02/20 Conclude Reader Response Unit. Begin Literary Analysis Unit. “A Good Man is Hard to Find” by Flannery O’Connor—*Back to the Lake*, Chapter 10.
Rough Draft of Reader Response is due.

Week 7:

MWF 02/23, 02/25, 02/27 (Mid-Term) Continue Literary Analysis Unit. *Back to the Lake*, Chapter 7 and Chapter 8.
Final Draft of Reader Response is due.

Week 8:

MWF 03/02, 03/04, 03/06 Continue Literary Analysis Unit. Read/Discuss Amy Tan’s “Mother Tongue”—*Back to the Lake*, Chapter 9.

Week 9:

MWF 03/09, 03/11, 03/13 Begin Rhetorical Analysis Unit. **Peer Review and Rough Draft of Literary Analysis is due.**

Week 10:

MWF 03/16, 03/18, 03/20 Continue Rhetorical Analysis Unit. Read/Discuss Shirley Jackson's "The Lottery"—*Back to the Lake*, Chapter 11.
Final Draft of Literary Analysis is due.
This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>

Week 11:

MWF 03/23, 03/25, 03/27 **Spring Break (No class)**

Week 12:

MWF 03/30, 04/01, 04/03 Begin Position Paper. *Back to the Lake*, Chapters 12 and 13.
Peer Review and Rough Draft of Rhetorical Analysis are due.

Week 13:

MWF 04/06, 04/08, 04/10 Continue Position Paper. Read/Discuss Chapters 12 and 13.
Polished Draft of Rhetorical Analysis is due.

Week 14:

MWF 04/13, 04/15, 04/17 Continue Position Paper. **Rough Draft of Position Paper and Academic Abstract are due at CONFERENCES.**

Week 15:

MWF 04/20, 04/22, 04/24 Continue Position Paper/ Begin Conventions of Academic Writing Mini-Unit.

Week 16:

M 04/27 Final in-class Revision Assessment.
W 04/29 (Final Exam) **Polished Position & Academic Abstract due between 10:15 and 12:15 in Wilson 327E***
This essay must be submitted electronically for assessment when the final draft is due. Use this link for submission: <http://ittc-web.astate.edu/comps/>

**Students can view comments on their Position Papers and Academic Abstracts in My Grades on Blackboard once they have been graded. Please note that, as these are final drafts, comments will be minimal and holistic, as opposed to formative.*