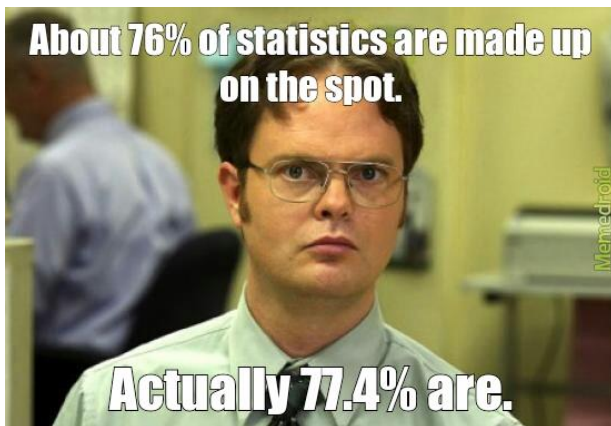


Basic Course Information

Semester:	Summer 2020	Instructor Name:	Jill Nelipovich
Course Title & #:	Math 119 - Statistics	Email:	Jill.nelipovich@imperial.edu
CRN #:	30120	Webpage (optional):	
Classroom:	Online	Office #:	Virtual office hours
Class Dates:	6/22/20 - 7/30/20	Office Hours:	TBD - See Poll
Class Days:	Online	Office Phone #:	619-733-6942 (Text)
Class Times:	Online	Emergency Contact:	760-355-6201
Units:	4		

Welcome Students 😊

The summer semester will be a new experience for all of us. First “assignment” in this class is to stay healthy and exercise frequently. Exercise creates a healthy immune system.



My job: To be available for you and to help you both learn and succeed in a remote environment.

What does success mean?

- Doing well in this course
AND
- Succeeding in the next course
Various majors
- “Should I be scared of stat”
Nope! Several students before you have succeeded!

How will the class be structured in this online modality?

- You will have a set of class notes that will go with every Chapter. I will make videos to watch for each and every section based on the class notes. The class notes will be available in Canvas
[Sample Video – Chapter 9 – Sample Mean](#)
- Every two days, you will have a short quiz on Canvas (5 questions) regarding the lecture material that you watched. You will have two attempts on each quiz. This will be “your homework” grade. This is intended to encourage you to keep up with the material.
- You will have three “mini” long quizzes. These will be assigned on Thursday at 5:00 p.m. and due by Monday at 9:00 a.m. You only have one attempt for this assignment, but you have 4 days to complete it. Lots of time to ensure perfection 😊
- There will be one oral exam meeting with me via zoom. Don’t worry – I am super nice 😊 I will quiz you on your ability to evaluate identities quickly as well as some identities. This is not intended to be threatening – and if you don’t do well, you can make up the quiz. You have infinite tries at this one – so everyone can earn 100%. Keep in mind as you venture into your respective majors, the professors will expect you to have a conceptual understanding as well as the ability to understand the number crunching.

What will I have to do to be successful in an online learning environment?

- It will be imperative you keep up with the course and stay disciplined. Dedicate a time each day to watch videos. Even better, break up the “virtual class”, so you have some time to digest a topic. The workload will be reasonable.
- Attend our virtual “zoom” meetings. These are not mandatory and will be recorded. At the beginning of the course, we will have a doodle poll – and I will try to make hours that will accommodate everyone’s schedule. Make certain you come to class prepared by watching the videos in advance.

What about homework?

- You may either do homework on MyStatLab or in the textbook. I would like you to find a partner to complete these assignments. Groups of two (and possibly one group of 3) I will assign homework in both modalities. Homework is not graded – but your quizzes are heavily based off your homework. And you can use your homework for your quizzes.



- The content in this class is fun and interesting, but it does require work.
- The class structure will look like: I will create videos for each section that you may watch on your own time. Most days you will have a quiz on canvas based on the videos you watched

Course Description

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and supervised use and practice in the application of technology for statistical analysis including the production of graphics, finding confidence intervals, test statistics, and regression lines, as well as the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

Appropriate placement as defined by AB705 or, MATH 098 or MATH 091 with a grade of "C" or better.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate problem solving strategies by identifying an appropriate method to solve a given problem, correctly set up the problem, perform the appropriate analysis and computation, and share their interpretation of the conclusion or the outcome, using correct grammar or in an oral presentation. This outcome will be assessed through selected exercises on exams throughout the semester. (ILO1, ILO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish among different scales of measurement and their implications.
2. Interpret data displayed in tables and graphically.
3. Apply concepts of sample space and probability.
4. Calculate measures of central tendency and variation for a given data set.
5. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
6. Calculate the mean and variance of a discrete distribution.
7. Calculate probabilities using normal and t-distributions.
8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
9. Construct and interpret confidence intervals.
10. Determine and interpret levels of statistical significance including p-values.
11. Interpret the output of a technology-based statistical analysis.
12. Identify the basic concept of hypothesis testing including Type I and II errors.
13. Formulate hypothesis tests involving samples from one and two populations.
14. Select the appropriate technique for testing a hypothesis and interpret the result.
15. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.
16. Make use of Chi-square distributions to analyze counts.
17. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

Textbooks & Other Resources or Links

Two options:

1. MyStatLab (includes stat crunch)

Or

2. Textbook +excel

3. Class Notes (available on canvas)

Course Requirements and Instructional Methods

This class is taught entirely online.

- Quizzes and exams will be on canvas. Students will be required to upload either PDF or images (phone images work) to CANVAS.
- Zoom meetings with your instructor are available daily.
- Video Lecture Quizzes – if the video is assigned on Monday, quiz will due Wed at 11:59 p.m. (unlimited attempts) – no more than 5 questions
- Homework Quizzes (2 attempts on each quiz)
- Exams (2 exams) • Final (1 final)

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Video Quizzes	5%
Homework Quizzes	10%
Exams (2)	50% (25% each)
Final Exam	25%
Project	10%

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	**Quizzes are on canvas VQ = video quiz HW = Homework quiz
June 22	Syllabus, Chapter 1	Syllabus Quiz Due
June 23	Chapter 1	Chapter 1 VQ
June 24	Chapter 2	Chapter 1 HQ
June 25	Chapter 3	Chapter 2 VQ
June 29	Chapter 3	Chapter 2 HQ
June 30	Chapter 4	Chapter 3 VQ
July 1	Chapter 4	Chapter 3 HQ
July 2	Holiday	Chapter 4 VQ Chapter 4 HQ
July 6	Exam 1	
July 7	Chapter 5	
July 8	Chapter 5	Chapter 5 VQ
July 9	Chapter 6	Chapter 5 HQ
July 13	Chapter 6	Chapter 6 VQ
July 14	Chapter 7	Chapter 6 HQ
July 15	Chapter 7,8	Chapter 7 VQ
July 16	Chapter 8	Chapter 7 HQ
July 20	Chapter 9	Chapter 8 VQ Chapter 8 HQ

Date or Week	Activity, Assignment, and/or Topic	**Quizzes are on canvas VQ = video quiz HW = Homework quiz
July 21	Chapter 9	Chapter 9 VQ
July 22	Review	Chapter 9 HQ
July 23	Test 2	
July 27	Chapter 10	
July 28	Chapter 10, 11	Chapter 10 VQ
July 29	Review	
July 30	Final Exam	

*****Tentative, subject to change without prior notice*****