

## General Syllabus for Internet Students

The course information in this document applies to students who do *not* attend class, who take the course entirely over the Internet. This document does *not* apply to students who physically attend lectures in a classroom situation.

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## Grading

- The points<sup>1</sup> awarded and grading scale are given as follows.

<i>Points:</i>	Homeworks (7 at 5 points each)	35 points
	Quizzes (7 at 5 points each)	35 points
	Final	25 points
	Attendance	5 points
	$\frac{1}{2}$ point taken off per missing attendance, quiz and homework assignment submitted after attendance accepted	

<i>Grades Scales:</i>	highest of	I	II
	<i>A</i>	90 and above	or top 15%
	<i>B</i>	80 to 89	or next 35%
	<i>C</i>	70 to 79	or next 40%
	<i>D</i>	60 to 69	or next 5%
	<i>F</i>	below 60	or bottom 5%

- Every student accumulates points throughout the semester, based on how they do on homework assignments, quizzes, the final exam and attendance. The point total is converted into the *highest* grade according to scale I or II. For example, a student with a point total of 91 points (an *A* according to scale I), but only in the top 20% of students (a *B* according to scale II), is awarded a grade of *A*.
- The end-of-semester cut-off points for grades *A*, *B*, *C* and *D* for scale I are 90 points, 80 points, 70 points and 60 points respectively. Based on past semesters, the end-of-semester cut-off points for grade *A*, *B*, *C* and *D* for scale II have been *around* 75 points, 65 points, 55 points and 40 points, respectively. In other words, it is most likely a student will be awarded a grade according to scale II.
- The scale II grade cut-off points can change as much as 5 points up or down from one semester to the next. At the end of the semester, when a number of students withdraw all at once just before the drop deadline, the *A*, *B*, *C* and *D* scale II grade cut-off points increase (possibly causing a few students to drop a grade level), particularly for grades *C* and *D*.
- A small percentage of a student's final point total is assigned each and every week for either a homework assignment, quiz or attendance. A student's grade becomes clearer and clearer as the term progresses.

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<sup>1</sup>Number of points for quizzes depends on semester. Since 7 quizzes in fall, there is 35 points; but since 6 quizzes in spring, there is only 30 points.

- All of the students grades are updated weekly in the “scores” document under the “scores” link in Vista. A student can keep track of their grade level throughout the semester by looking them up on the scores document.
- Although one bad quiz or homework assignment may cause a student to *temporarily* move down a grade for that week, *one* bad quiz or homework assignment will almost certainly *not* cause a student to move down a grade based on the *entire* semester. Conversely, one good quiz or homework very rarely causes a student to move up one grade. It typically takes at least *three* bad quizzes or homework assignments to cause a student to drop a grade, or, conversely, three good quizzes or homework assignments to cause a student to move up one grade based on the entire semester.
- A bad *final exam* (as opposed to either a quiz or homework assignment) will almost certainly drop a student one grade or, conversely, a good final will almost certainly move a student up one grade based on the entire semester. Although a student may go up or down one grade, they most likely will not go up or down two grades. In past semesters, in 80% of all cases, the grade a student has going into the final is the *same* grade they have coming out of the final.
- The difference in the point total used in distinguishing one grade from another is small: only 1 point separates a student with 89 points (a grade of *B*) from a student with a 90 points (a grade of *A*), say. If a student is close (within  $\frac{1}{2}\%$ ) to the next grade up, the student will receive the next grade up.
- All students from all courses I teach in a semester, whether they are in-class or online, appear in one data base. All students face the same *A*, *B*, *C* and *D* (either scale I or II) grade cut-off points. If one class as a whole performs well, a greater percentage of students will receive *As* and *Bs* in this class than the other classes. The reverse is also true: if one class, as a whole, performs poorly, a greater percentage of students will receive *Ds* and *Fs* in this class than the other classes.
- Under scale II, how a student does depends on how the others in all of the classes that I teach this semester do. Although the actual point total is important, a student’s *rank* among all students in this semester’s classes is much more important. Under scale II, a students’ rank is used in deciding their grade.

## Attendance Workbook Lecture Notes

- The attendance workbook is your lecture notes presented in the form of a series of “discovery-type” questions. You work on the questions given in the workbook during “class time” (time you set aside each week to study the course material) and then submit your answers to me using the *assignment* link in Vista. The workbook is based on the text.
- The attendance workbook questions are available both on my PNC web site and at the assignment link in Vista. They are called “attendance 1”, “attendance 2”, . . . , “attendance 14”. They are available all semester.
- You are given five (5) points at the beginning of semester for attendance. A  $\frac{1}{2}$  will be deducted from an initial five (5) points for every attendance assignment missed during the semester. I equate completing the workbook to good attendance: not completing the workbook invariably leads to a poor grade. No more than five (5) points is deducted for a missing attendance assignment.
- If you do not submit your attendance answers, the associated homework assignment or quiz for that week will also *not* be accepted. So, in addition to losing a  $\frac{1}{2}$  for not submitting any attendance, you will also lose another five (5) points for the associated homework assignment and quiz.
- All attendance assignments are submitted *each week before 12midnight* (West Lafayette, Indiana, time) late Tuesday night.
- The attendance workbook questions consist mostly of multiple choice, although there are five basic types of interactive questions, including
  - true / false,
  - multiple choice (one answer),
  - multiple choice (multiple answer),
  - fill in the blank,
  - matching.
- The attendance workbook questions have been broken into fourteen (14) weeks of course material. Each week of material has between three to six hours worth of course material per week, sometimes longer. The attendance assignments should be the most time-consuming part of the course. One week in the attendance workbook may cover two chapters, one chapter or half of a chapter of the text.

- The attendance workbook complements but does *not* replace the text. Although containing all necessary formulas and definitions necessary to complete the course, the attendance workbook is not as complete as the text. My attendance workbook sticks fairly close to the text, although there are some small differences between the two. For example, my workbook emphasizes the use of the TI-84+ calculator more so than the text. I recommend you read the text first and then go through the attendance workbook questions.
- Submit your attendance answers using the *text box* in Vista. Do *not* submit them as an attachment. Click on “Enable html” to spread your answers out, to make them easy for me to read. It might be an idea to type out your answers offline in something like Word, log on to Vista, and then cut and paste your answers into the text box. Part of a typical attendance answer set I expect from you is given below.

#### Answer 1.1 (Functions)

##### 1. Ordered Pairs, Graphs and Tables

- (a) 76
- (b) ii
- (c) 7
- (d) 100
- (e) (0, 0)
- (f) True
- (g) (4, 88)
- (h) first coordinate
- (i) second coordinate

##### 2. Equations and Graphs

- (a) (3.75, 100)
- (b) (0.75, 165)
- (c) 160
- (d) 140
- (e) 20
- (f) i
- (g) dependent
- (h) 160
- (i) 138
- (j) True

##### 3. Compound Interest (with Annual Compounding)

- (a) 1613.18.
- (b) 123.81
- (c) 962.96
- (d) True
- (e) lesser

- If you submit an attendance answer set, but would like to revise it before the deadline, click on “submitted” and then click on the icon under “options” to retrieve your answers. Under no circumstances are attendance answers accepted late.
- I quickly read over your attendance answers every week, but do *not* grade them. An answer key to the workbook questions is *not* automatically provided after you submit your answers. One purpose of the attendance questions is to make sure that you are keeping up with the course material throughout the semester. You should not find the attendance questions too challenging. If you do find the attendance questions difficult, take the time to either attend a class, stop by my office, phone or email me (in that order).
- Although I do not grade your attendance notes, I do look them over, comment on them and send them back to you. You can see my comments by clicking on the “Graded” tab in the “Assignments” part of Vista. My comments are generally better the better (more understandable) your attendance assignment is.
- Another purpose of the attendance assignment is to make sure that you adequately prepare for either the homework assignment or quiz due late Thursday night, later in the same week. I recommend you complete the attendance assignment, before working on the homework assignment or preparing for the quiz.
- Each student submits their own attendance assignment, although they are encouraged to cooperate with (but not plagiarize) other students.
- Your attendance assignments (lecture notes), are worth one week’s worth of attending my (and only my) class. If you choose to attend class one week then you do not need to submit attendance notes during that week. You must attend class for the entire (not just part of the) week to be allowed to not submit the attendance assignment for that week.

## Homework Assignments

- Seven *biweekly* homework assignments, each worth 5% and marked out of 5 points, are given throughout the semester. The homework assignment *questions* are available for download on my PNC web site at the links called “homework 1”, “homework 2”, . . . , “homework 7”. Your *answers* are submitted in Vista at the links called “homework 1”, “homework 2”, . . . , “homework 7”.
- All answers to homework assignments are submitted *using Vista during the week before* 12 midnight (West Lafayette, Indiana, time) late *Thursday* night.
- Hand written homework assignments or emailed homework assignments are not accepted; you must use Vista.
- Ten questions, each worth 0.5 point, are chosen by Vista at random from all the questions on any particular homework assignment. That is, ten questions are taken at random from a larger set of questions which make up the whole homework assignment. Every time you submit a homework assignment subset of ten (10) questions, you are given the opportunity to submit a *new* homework assignment subset which consists of a (most likely) different group of ten questions chosen at random from the entire set of homework assignment questions.
- You can submit as *many* homework assignment subsets of ten (10) questions times as you wish. You will receive the *highest* grade of all of your submissions. Click on *finish* once you are done with one homework assignment subset. If not, this homework assignment subset will not be submitted and so will not be scored.
- You can start a homework assignment subset of ten (10) questions, take a break, even log off the computer if you wish, then resume an *old* homework assignment subset at a later time. Simply do not click finish on the homework assignment subset until you are ready to submit it.
- All homework assignment questions are *based* on problems from the text. Each problem in the text often consists of two parts: an introduction with data, followed by one or more questions related to the given data.
- The question part of each problem from the text is altered somewhat to fit into Vista. Specifically, each homework assignment question on Vista is worded as either a multiple choice (one answer or multiple answers) or matching problem, no matter how the question part is worded in the text. Also, I sometimes modify the question part from the text to match more closely what is being taught in class. For example, instead of asking you to use the random number tables given in the text, I ask you to use the random number generator in your TI-84+ calculator.

- One question on Vista may be one question part from the text; for example, question 1.1.2(a) on Vista corresponds to part (a) of problem 2 in Section 1.1 of the text. Sometimes, one question on Vista is an amalgamation of many question parts of one or more problems from the text. Sometimes, one question on Vista is simply the question part of one problem from the text.
- All question parts (altered for Vista) for all homework assignments, along with hints on how to do these question parts, are available in seven documents posted on the PNC course web site. The links for these seven documents on this public web site are called “homework 1”, “homework 2”, . . . , “homework 7”. The introductory parts of each problem used in the homework assignments are only available in the text.
- To emphasis: the problems given in “homework 1”, “homework 2”, . . . , “homework 7” are *not* complete. The introductory explanation for each problem appears in the text only. So, you must first read the introduction to the problem in the text and then do the problem as it will appear in Vista on each homework assignment.
- I recommend you read the text, complete the attendance notes and familiarize yourself with the appropriate TI-84+ calculator instructions before attempting each homework assignment. Complete the homework assignment by hand, *before* logging onto Vista. Use Vista simply to submit your answers.
- Each student submits their own homework, although they are encouraged to cooperate with (but not plagiarize) other students.
- If you need help with a homework assignment, attend class, stop by my office during regular office hours, telephone or email me. My regular office hours are posted on my PNC web site and in Vista. Also, there are (free) mathematics tutors available for this course throughout the semester. See the PNC Mathematics web site for more details.
- If you feel the score you received for any homework assignment is not in line with the homework assignment you submitted, please contact me immediately—do not wait!
- Under no circumstances will homework assignments be accepted late.
- I highly recommend you collect your homework assignments throughout the semester. At the end of the semester, it is then easy to use these homework assignments to prepare a formula sheet for the final exam.

### Practice Quiz Question Sets

- Seven *bi*weekly practice quiz question sets are posted on my PNC course web site. These preparatory questions are *not* worth any points. They are *not* handed in. Each practice quiz question set consists of a list of questions, answers to these questions and a checklist of the material to be tested by the associated quiz itself. The checklist also includes a list of relevant TI-84+ calculator instructions.
- All practice quiz questions sets are available on my PNC course web site. The links for these question sets on the course web site are called “practice quiz 1”, “practice quiz 2”, . . . , “practice quiz 7”.
- Many of the questions on the practice quiz sets are closely, but not necessarily exactly, related to many of the questions that appear on the actual quizzes.
- All questions for the practice quiz set are taken from the text. Answers provided in the practice quiz question sets emphasize how to use the TI-84+ calculator. Answers are also given at the back of the text.
- *Previous* quizzes, in addition to the practice quiz question sets, are available at  
  
<http://www.pnc.edu/faculty/jkuhn/courses/previous/quizzes/quizzes.html>
- It is recommended you read the text, complete the attendance notes, complete the checklist, familiarize yourself with the appropriate TI-84+ calculator instructions, try the questions on the practice quiz out of the text, do some previous quizzes and then make up a “cheat sheet” (one side of an 8.5 by 11 inch piece of paper) before attempting any quiz.
- It is also recommended that you hang onto the cheat sheets you make throughout the semester. At the end of the semester, it is then possible to collect these cheat sheets together to help prepare a formula sheet for the final exam.

## Quizzes

- Seven *bi*weekly quizzes, each worth 5% and marked out of 5 points, are given throughout the semester. They are available in Vista at the links called “quiz 1”, “quiz 2”, . . . , “quiz 7”.
- All quizzes are done *using Vista* on the Internet *during the week before* 12 midnight (West Lafayette, Indiana, time) late *Thursday* night of the submission deadline date of the quiz.
- Each quiz is timed for 20 minutes: once you start, you must finish the quiz in the allotted time period. You are allowed *one* (and only one) chance to do each quiz. Vista will *not* let you start the quiz, take a break, then resume the quiz at a later time.
- Press finish once you are done with the quiz, otherwise the quiz will not be submitted.
- Typically, five questions, each worth one (1) point, are chosen at random by Vista from a large database of questions on any particular quiz. Since the questions are chosen at random from a larger set of questions, each student gets a slightly different quiz. This is meant to discourage sharing of quiz answers.
- Your quiz questions are scored by Vista at my request *after* the submission deadline date, when all students have submitted a quiz.
- Anything that can fit on one side of an  $8\frac{1}{2}$  by 11 inch piece of paper may be used as a “cheat sheet” for each quiz. A calculator may also be used. No other aids are permitted. You are allowed these items for both supervised and unsupervised quizzes.
- Two of the seven quizzes (quiz 3 and quiz 6) are supervised by your *distance learning coordinator*. These two quizzes, like the other five unsupervised quizzes, are done online using Vista.
- *Local* PNC-registered students, since you are close by, will arrange to do these two quizzes on the PNC campus at the Student Success Center. Bring one piece of picture identification to do the quizzes.
- Once finished a supervised quiz, write a list of written answer choices to be submitted to the distance learning coordinator. The answers themselves are *not* required, just the number of the answer for each question. For example, for a five-question quiz, the following would be appropriate: 1 (iv), 2 (iii), 3 (iv), 4 (v) and 5 (ii).

- If the computer–submitted answers and written answers do *not* match one another and Vista is functioning properly, then the computer–submitted answers to a supervised quiz are considered the correct answers. If the computer–submitted answers and written answers do *not* match one another and Vista is *not* functioning properly, then the written answers to a supervised quiz are considered the correct answers.
- Drop by, telephone or email to arrange with the Student Success Center the times of your two supervised quizzes in the seventh and thirteenth weeks. Arrange a quiz time two weeks before the quiz takes place.
- The PNC Student Success Center is not ideal for testing purposes. The Student Success Center is quieter later in the day, after 2pm. Earplugs are available. In extremely noisy circumstances, the Student Success Center staff will allow a student to use a computer room just outside the Student Success Center for quiz purposes.
- *Distance learning* internet students, since you are far away, must arrange with both the Student Success Center and your institution’s distance learning coordinator (DLC) a time and location for your two supervised quizzes. The Student Success Center must be included in this arrangement since they have special Vista access codes to give to your DLC to allow you to do these quizzes online.
- There are no make-up quizzes. No “extra–credit” work is accepted in the place of a missed quiz.
- I make up the questions for the quiz. Although based on the Brase and Brase text, the quiz questions are not taken directly from the Brase and Brase text.
- I recommend you collect your quizzes throughout the semester. At the end of the semester, it is then easy to use these quizzes to prepare a formula sheet for the final exam.
- You do all quizzes by yourself, with no help from others.

## Internet

- All of my course material is posted on the Internet, either on the Purdue University North Central (PNC) public web site at

<http://www.pnc.edu/faculty/jkuhn/>

or in Vista at

<https://epm.itap.purdue.edu/webct/entryPageIns.dowebct>

You can access my course material from any computer on the campus at PNC.

- If you are accessing the course material remotely, away from the PNC campus, you need at least:
  - a recent computer, no older than one or two years old,
  - a recent version of a web browser such as Internet Explorer or Mozilla Firefox,
  - a fast modem, cable, DSL or satellite connection—the faster the better,
  - a recent version of Adobe Acrobat Reader.
- If you are accessing the course material remotely, away from the PNC campus, Adobe Acrobat Reader is required on your home computer. All of my attendance notes, homework assignments and quizzes are saved in portable document file (PDF) format on my web page. They are saved in this way because PDF is able to display mathematical notation easily whereas it is difficult (if not impossible in many cases) to display mathematical notation using the regular HTML web page. In order for your computer to be able to read or print these files, you need the Adobe Acrobat Reader.
- Adobe Acrobat Reader is typically pre-installed on any newly bought computers. However, if it is not available on your computer, it is available as a free download from the Adobe web site.
- Always, if possible, drop by during office hours to talk to me face to face. Always. Failing this, try to telephone during office hours. Email is *not* always the most appropriate way of communicating with the instructor. Rule of thumb—if the email message is longer than three or four sentences long, it is best to see me or telephone instead. Another rule of thumb—more than two or three emails on the same subject is too many emails—it's time to see or telephone me.

- I have posted course material on the Internet for over ten years. I have given Internet courses outside the PNC campus, to teach distance-learning students, for over seven years. I have used the computer in one form or other, over the entire course of my over twenty-year teaching career, for statistical packages and to distribute course materials.

## Vista

- Vista is available at

<https://ecourses.purdue.edu/Vista/entryPage.do>

You should *not* login to Vista through the PNC portal (“My PNC”). The PNC portal can time out in the middle of a Vista session and so interfere with a homework or quiz. You should login to Vista directly, through the web address given here, but not through the PNC portal.

- Web Course Tutor Vista (Vista) is used to allow you to submit your attendance assignments, homework assignments and quizzes over the Internet. Since the homework assignments are posted on the (public) web page (not in Vista), you can download this material without getting onto Vista, if you wish. I suggest that once these assignments are complete, you then log on to Vista to submit your answers. So, although it is important to spend some time in getting to know enough about Vista to be able to submit the course material, it really is more important that the majority of your time is spent actually completing the course material before getting onto Vista.
- To access Vista, you need a user name and password. Your Vista user name and password are identical to your PNC email user name and password. Your PNC email user name and password appear on the registration slip you receive when you register at PNC. If you are unaware of, or may have forgotten or do not have, this email account, please contact Information Services or email [helpdesk@pnc.edu](mailto:helpdesk@pnc.edu) to find out what it is.
- The computer that runs Vista is located on the main campus in West Lafayette, Indiana. This means that the submission deadline time that appears in Vista is *not* our (Purdue North Central) time. Make allowances for the time difference by handing in the various assignments at least one hour before the deadline.
- Homework assignments and quizzes are available in Vista for a one week period. Before and after this period, the hyperlink is inactive. This assures that you are working on the correct homework assignment or quiz and that homework assignments and quizzes are completed on time.
- You can submit your course material from any of the computers on campus or, if you are hooked up, from home. I cannot be responsible for your home computer or internet connection; in other words, if you are unable to submit an attendance assignment, homework assignment or quiz on time from your home computer, I will give you a zero for that assignment. Sorry!

- Vista automatically marks your homework assignment and quiz but does *not* immediately release the score. I release the scores of all homework assignments and quizzes very soon after the submission deadline when all students have completed either the homework assignment or quiz. This typically occurs by 9pm in the evening each Friday during the semester. The scores are not released before the submission deadline to prevent you from using the answers from one homework assignment or quiz to help answer the questions from another homework assignment or quiz submitted later.
- I post the points you receive for all homework assignments and quizzes in Vista. These points appear, along with everyone else, in a document available in the “scores” link. You can locate your particular homework score by using the ID number I assign you at the beginning of the semester. This ID number is *not* your Vista user name or password.
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**TI-84+ (TI-84+ SE, TI-83+, TI-83+ SE) Calculator**

- Obtain a TI-84+ (or a calculator from the TI-84 plus line of calculators, including the TI-83 plus, TI-83 plus silver edition, TI-84 plus or TI-84 plus silver edition) calculator. A calculator from the TI-84 line of calculators is an *integral* part of the course. I use the TI-84+ calculator *extensively* in this course. You will be at a disadvantage relative to the other students, unless you obtain this calculator. This calculator is used *heavily* throughout the semester.
- You must get the TI-84+ calculator. All of the attendance questions are developed around this particular calculator. It may be the case that your calculator performs the same functions as the TI-84+ but then it will be up to you to determine how to get your calculator to do these functions. I support the TI-84+ and only the TI-84+.
- I have written programs for this course that can only be used on the TI-84+ calculator. Local internet students can drop by my office to pick up these programs. Distance learning students must access these programs off of the internet, using a special cable and software that links their calculators to their computers.
- Instructions on the use of the TI-84+ can be found throughout the attendance workbook. They are also located on the public PNC web page, in the web links “TI-84-lab1”, “TI-84-lab2”, . . . , “TI-84-lab7”.
- Although the operating system of a TI-86 (TI-89, TI-92 and any other calculator which is not in the TI-84 line of calculators) can be altered somewhat to have “similar” statistical capabilities as the TI-84 line of calculators, these other calculators are simply too different from the TI-84 line of calculators to be useful for homework assignments, quizzes or any other classroom activity requiring their use. In particular, there are list-like functions in a TI-86, but they are so different than the lists in the TI-84 line of calculators, they are impossible to use in any meaningful way. The important programs written for the TI-84 line of calculators for the courses I teach cannot be run on any other line of calculators. Students who use a TI-86 (TI-89, TI-92 and so on) calculators will be at a serious disadvantage to students who use a calculator from the TI-84 line of calculators.

**Final Exam**

- *The Final Exam Itself*
  - You take the final using Vista.
  - The exam is comprehensive; that is, you are responsible for everything taught in the course during the semester.
  - The exam is two (2) hours long.
  - There are twenty-five (25) questions.
  - The questions are mostly multiple choice, but there are some true/false, and matching type questions.
  - The final exam is scheduled for the week after the last class. According to University regulations, you are required to take the exam at this time and only this time.
  - *Local* PNC-registered students do the final on the PNC campus at the Student Success Center before the close of the Thursday of the PNC exam week. Bring one piece of picture identification to do the final. Arrange the time two weeks before finals take place.
  - *Distance learning* internet students take the final exam at a time and place agreed to by their distance learning coordinator, but before the close of the Thursday of the PNC exam week.
  - The questions on the final exam are no harder or easier than the questions asked on the quizzes and homeworks during the semester. The exam is difficult because it is comprehensive. You have got to remember what we did 10 to 15 weeks ago—write these things down in your formula sheet!
- *Preparing For The Final Exam*
  - Make up a formula sheet: anything that you can fit on *ten* sides of an  $8\frac{1}{2}$  by 11 inch piece of paper may be used as a reference during the final. A calculator may also be used. No other aids are permitted.
  - On your formula sheets, write down both general formulas and *examples* of how to use the formulas.
  - Do not forget about the definitions.
  - Try the questions (with brief answers) on the previous final exams which are posted on my PNC web site.
  - I will present complete answers to a number of previous final exam questions during the review week(s) at the end of semester. I encourage you to attend these review week classes. Prepare for the review weeks by attempting these final exam questions before attending class.

- Make sure you understand all questions given in the attendance assignments, homework assignments and practice quizzes.
- *During and After the Final Exam*
  - No questions (please) during the final.
  - The final will be marked promptly and the *unofficial* marks will be posted on the internet, along with the final grade, a few days after the final exam.
  - I will hand your final grades in to the registrar a few days after they are posted.
  - If you have any grievances concerning the way you were marked on the final exam, please talk to me after the grades are posted but *before* I hand the grades into the registrar.
  - There will be no make-up final. In the event you are going to miss the final, you must notify me (by e-mail if necessary) *prior* to the exam and explain your reason for missing this exam. In addition, if you miss the final, you must provide a written medical excuse in order to obtain an incomplete for the course. The incomplete can be made up next semester. In all other cases, if you miss a final, you will receive an *F*.
- *Pre-Exam Grades and Final Grades, Under Grading Scale II*
  - The pre-exam grade you have going into the exam is most likely the final grade you will have coming out of the exam. The exam may cause your pre-exam grade to go up or down a (one) grade, but mostly likely will not cause it to go up or down two grades.
  - The exam will have the most influence on the grades of students whose pre-exam scores are close to the borderline between grades; that is, these are the students whose exam will most likely cause their pre-exam grade to either go up or down one grade. Students with scores in the middle of a pre-exam grade level are the least likely to be influenced by the exam, to have their pre-exam grade move either up or down a grade level.
  - The *typical* grades and associated scores for the exam are given below.

Grade	Typical score (out of 25)
<i>A</i>	16
<i>B</i>	12
<i>C</i>	9
<i>D</i>	6

To explain, for example: a student whose pre-exam grade is a low *B*, close to the borderline between the *B* and *C* grades, should score around 12 (out of 25) on the exam to maintain the *B* standing as a final grade. A

student with a high pre-exam grade of  $B$ , 5 points above the borderline of the  $B$  and  $C$  grades, say, would need only  $12 - 5 = 7$  points to maintain the  $B$  standing as a final grade. A student with a pre-exam score which is 4 points, say, *below* the borderline of the  $A$  and  $B$  (not  $B$  and  $C$ !) grades would need  $16 + 4 = 20$  points to go up to a final grade of  $A$ .

- The *typical* grades and associated scores for the exam used in the table above are not fixed. They can change as much as a few points up or down each semester.

### Other Stuff

- In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.
- Make-up exams will not be given. Exceptions will be made only in extremely rare cases that are approved in advance. All tests must be taken, or a course grade of F may be given.
- If you have a disability and will need accommodations, please let me know as soon as possible. If you have not already done so, please provide appropriate documentation and request accommodations with the Disability Services Coordinator, LSF 029, 1-219-785-5374.
- You should spend *at least* a total of ten (10) hours per week on this course. Otherwise, you are simply not doing enough work to do well in this course.

## Teaching Philosophy

- I realize that most students are afraid they will find this course either uninteresting or overly challenging or both. I also recognize that, for most students, this course is a requirement, rather than an option. And even if it is an option, a student chooses it because it is the “lesser evil” of a number of possible “truly evil” options. In other words, most students are conscripts rather than volunteers.
- I try to make this course as interesting and as understandable as I possibly can (and maybe even fun at times too!). Besides learning something about statistics, I hope you also learn more about the Internet. The use of the Internet as an “electronic bulletin board” is meant as a convenient way for you, particularly those with a computer at home and connected to the Internet, to obtain course material and for me to distribute this material.
- On the one hand, time does not permit the full “story” of statistics or mathematics to be developed in this course and so the course objective is fairly modest, to simply introduce you to some of the ideas in this course. On the other hand, because the material is most likely new to you (otherwise, why are you taking the course?) and *a lot* of material is covered, you should find the course quite challenging.
- Although I am going to try to present the course material to the best of my abilities, I believe it is *mostly up to you* to decide what you want to get out of this course. There is not much I can do to help you understand the course material, if you are not willing to put some effort into the course. You should expect to spend at least at total of ten (10) hours per week on this course. Do as many problems as you can, even those not assigned; you are welcome to ask me anything about the course during office hours.
- The schedule used in this course forces you to keep up with the course material. It forces you to contact me at least twice a week (attendance and homework/quiz) throughout the semester and to let me and you know your progress throughout the semester. In a course with monthly midterms and one final, it is possible to let the course material pile up and then to cram the night before the midterm/final, on only a few occasions during the semester. The seven quiz and homework type of schedule used in this course favors a consistent-type student who works each week on the course material. The one midterm per month schedule favors a big-event type student who can focus on a succeeding on a few high-value tests during the semester.