<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Sean Laraway, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>DMH Rm. 311</td>
</tr>
<tr>
<td></td>
<td>(I will not hold in-person office hours during Summer session; office hours will be held online)</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924 – 5679</td>
</tr>
<tr>
<td></td>
<td>(Do not call; I don’t answer voicemail during Summer hours)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:sean.laraway@sjsu.edu">sean.laraway@sjsu.edu</a></td>
</tr>
<tr>
<td></td>
<td>(Please use Canvas email to contact me, except in cases of emergencies)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online (Via Canvas Chat): Sundays, 6-8 p.m.</td>
</tr>
<tr>
<td>Class Days/Time:</td>
<td>Online (We will not meet in person)</td>
</tr>
<tr>
<td>Statistics Coaches:</td>
<td>Nick Bathurst (<a href="mailto:nickbathurst3@gmail.com">nickbathurst3@gmail.com</a>)</td>
</tr>
<tr>
<td></td>
<td>Michael Castagnolo (<a href="mailto:mike.castagnolo@gmail.com">mike.castagnolo@gmail.com</a>)</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>For current student of the California State University (CSU) system, passage of the Entry Level Math (ELM) Exam is a prerequisite to enroll in this course. Failure to satisfy this prerequisite will result in the retroactive assignment of a “U” grade in this course. Information on the ELM can be obtained on the web at <a href="http://testing.sjsu.edu/eptelm/">http://testing.sjsu.edu/eptelm/</a>. Students not enrolled in the CSU system are exempt from this pre-requisite.</td>
</tr>
<tr>
<td>GE/SJSU Studies Category:</td>
<td>Intended for majors in education, nursing, personnel administration, psychology, social service and sociology, and psychology minors. GE: B4 (Mathematical Concepts) and CAN STAT 2.</td>
</tr>
</tbody>
</table>

**Course Description**

We live in a time of unprecedented access to information...data. Whether researching the best school, job, or relationship, the Internet has thrown open the doors to vast pools of data. Statistics are simply objective and systematic methods for describing and interpreting information so that you may make the most informed decisions about life.  
**Catalog Description:** Organization and classification of data, graphic representation, measures of central tendency and variability, percentiles, normal curve, standard scores, correlation and regression, and introduction to statistical inference; use of microcomputers for statistical calculations.
Course Web Pages

- This course is entirely online. Our “lectures” will be delivered at Udacity.com in video format.
- You must enroll with Udacity (free) in addition to enrolling through SJSU.
- We will use Udacity for delivery of course content (videos, practice quizzes)
- Note that the person delivering the videos is NOT your instructor. She was a Udacity course developer who recorded our material.

Canvas: Canvas will be the learning management system for this class.
- We will use Canvas for…
  - All communication
  - Posting grades
  - Submission of written work
  - Graded quizzes
  - Exams
- How to get connected
  - You will need your SJSU ID to login. You should have received a message from the Registrar’s Office providing your SJSU ID.
  - If you’ve never logged into Canvas, then you'll first need to activate your SJSUOne account. Here are the instructions for that:
    - Have your SJSU ID handy
    - Visit the following page to activate your account. [https://sjsuone.sjsu.edu/LDAPAccount/Activate/Activate.aspx](https://sjsuone.sjsu.edu/LDAPAccount/Activate/Activate.aspx)
  - Once activated, you can login to Canvas from here: [https://sjsu.instructure.com/login](https://sjsu.instructure.com/login)
- Answers about Canvas can be found at [http://guides.instructure.com/](http://guides.instructure.com/)
- This term we will be using Piazza (within Canvas) for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, the Stats Coaches, and me. Rather than emailing questions to us, please post your questions on Piazza. We will not respond to questions about the course content via email. Matters of a personal nature (e.g., grades) should be emailed to Dr. Laraway. If you have any problems or feedback for the developers, email team@piazza.com.
Course Goals and Learning Objectives

1. Stat 95 requires students to write a minimum of 500 words in a manner appropriate to quantitative analysis (statistics). The writing requirement will be met via written projects (described below). Writing will be assessed for grammar, clarity, conciseness, and coherence.

2. Stat 95 will incorporate issues of diversity in many ways (e.g., in lectures and assignments)

3. In terms of Mathematical Concepts (Area B-4), Stat 95 will focus on:
   a. Basic mathematical techniques for solving quantitative problems
   b. Elementary numerical computation
   c. The organization, classification, and representation of quantitative data in various forms, such as tables, graphs, rates, percentages, measures of central tendency and spread
   d. Applications of mathematics to everyday life
   e. Applications of mathematical concepts in statistical inference

GE and Course Learning Outcomes (LO)
Upon successful completion of this course, students will be able to: (CLO 1 – 3 are GE outcomes, with the remainder being course-specific)

- **CLO1** – To use statistical methods to solve quantitative problems, including those presented in verbal form
- **CLO2** – To demonstrate the ability to use mathematics and statistics to solve real-life problems
- **CLO3** – To arrive at conclusions based on numerical and graphical data.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements...

- **PLO1** – *Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- **PLO2** – *Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- **PLO3** – *Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- **PLO4** – *Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
• **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Assessment of student learning objectives:** The learning objectives will be assessed via in-lesson learning checks, problem sets, written assignments, and exam questions. These assessment items will involve solving verbal and symbolic quantitative problems, including those that involve real-world situations. Students will be required to arrive at conclusions using numerical and graphical data. For example, students may view a scatterplot depicting data for the amount of sleep (X) and visual memory (Y), and will determine whether a relationship exists between these variables, if so, the nature and strength of this relationship (LO 3). In addition, students will compute appropriate statistical measures that describe the relationship (LO 1) and then determine the practical implications of the observed relationship (LO 2, 3).

**Required Texts, Readings, and/or Materials**

There are **no required textbooks** for this class. Some students, however, may wish to use various free online resources to help supplement the course content. Here are a few suggestions:

- [http://cnx.org/content/col10522/latest/](http://cnx.org/content/col10522/latest/)
- [http://vassarstats.net/textbook/](http://vassarstats.net/textbook/)

**What you WILL need:**

1. A reliable computer and Internet access.
   - Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. We will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline.
   - To take exams, you’ll need access to a computer with a webcam, microphone, and speakers.

2. Calculator
   - The calculator can be either handheld or on your computer, but it must have the square root and exponent buttons. A graphing calculator is not necessary (but you may use one if you like)!

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not
limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for this 10-week, 3-credit course is 13.5 hours of student work related to this class each week. Examples of student work include such things as progressing through the Udacity lessons, completing problem sets, regular studying of concepts, reviewing assessments and study guides, writing projects, reading statistics-related material, meaningful participation in online discussions, and exams.

“Classroom” Protocol

Udacity lessons involve many short videos followed by interactive activities. To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. We strongly recommend that you spend some time (~2 hrs) each day working through the lessons and problem sets. The worst thing you could do is to wait to complete the entire lesson right before something is due.

Another valuable suggestion is that, as in a normal classroom, you should be actively engaged in taking your own notes (preferably by hand) while watching the lessons. Research has shown that taking notes by hand compared to typing them improves memory for the material. Although it is true that the videos will remain available for you to review as many times as you require, active note taking will help you internalize the material better. Also, you’ll be able to use these notes to complete the problems sets and quizzes and to study for the exams. This will be much more convenient than trying to go back and re-watch the many videos.

Honor Code

(Reference: Academic Integrity Policy at: http://www.sjsu.edu/studentconduct/Policies/)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course.
2. I will not give any answers for individually graded homework, quizzes or exams to anyone else.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others’ work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Class Environment

In an effort to create an environment conducive to sharing one’s thoughts, we require the following etiquette when engaging in online discussions on the Piazza Discussion page:

• Be polite and respectful to the other people in the class
• Do not use profanity or biased language in posts
Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let’s be cool to one another.


**Recording of Class Materials**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You may not make audio or video recordings in this class. By enrolling in this course you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without my consent.

**Assignments and Grading Policy**

Your grade will be determined by your performance in five categories of the coursework and examination:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Items</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proctored Exams</td>
<td>2 x 300 pts</td>
<td>600</td>
<td>60%</td>
</tr>
<tr>
<td>Un-proctored Exams</td>
<td>1 x 100 pts</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>16 x 10 pts</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Projects</td>
<td>2 x 50 pts</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Engagement Week</td>
<td>5 x 10 pt</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

A letter grade will be assigned based on a standard distribution of points. Your final grade will be calculated by summing your scores on the above criteria and a letter grade will be assigned based on the following grading distribution.
Table 2. Grading Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
<th>Grade</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>≥ 97%</td>
<td>C</td>
<td>72</td>
</tr>
<tr>
<td>A</td>
<td>92</td>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>D</td>
<td>62</td>
</tr>
<tr>
<td>B</td>
<td>82</td>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>F</td>
<td>&lt; 60%</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quizzes**

Important: Quizzes (and only quizzes) are open note and open book. You can use these materials on quizzes, but not on exams (see “Exams” below). Exams are closed book.

Each quiz is worth 10 points. Quizzes will be assigned within Canvas. You may use support materials (your textbook, Udacity, and your notes) when taking your quiz, but you must take your quiz alone without the help of any other live individual. You may not communicate with anyone except the instructor during a quiz. For example, you may refer to the web page of a free stats textbook during a quiz, but you may not send instant messages to someone while you take a quiz. Getting help from someone else will be considered academic dishonesty and will subject you to the sanctions described in the section below titled “Academic integrity.” There are no make-ups or late submissions of quizzes for any reason. Instead, your lowest quiz grade will be dropped. Because the reason for missing them does not matter, it is important that you take the quiz early, even if you don’t anticipate getting sick, having an emergency, having computer issues, etc. In summary: books and notes are okay for quizzes. Live help is not okay for quizzes. No notes or books are allowed during exams. Quizzes cannot be made up. Please let me know if you have questions about what is allowed during quizzes or exams.

**Exams**

You will have three exams in this class, two proctored and one un-proctored. Exams will consist of multiple choice and computational questions. The exams are meant to assess your knowledge of the statistical concepts and calculations we cover in class. Each Exam will be available online during a specific window of time on the dates scheduled below using Canvas. Each exam is 60 minutes in duration. You cannot pause the exam once you begin, so be prepared to complete each exam in a single sitting at the schedule time.

If you cannot take a scheduled exam due to an emergency, you must notify me before the end of the 24-hr exam period. In addition, you must provide written documentation for the reason you could not take the exam. At our discretion, I may allow you to make up the exam, but this is not guaranteed.

*Un-proctored Exam* – Our first exam is not proctored. It is meant to both assess your knowledge of the initial concepts covered in the class and give you some
experience with the online testing system and procedures. You will be emailed a
day or so before the exam with login information. As with all our exams, you are not
allowed to use support material (e.g., books, notes, friends) when taking the exam.

Proctored Exams – ProctorU

ProctorU may be utilized for examinations. ProctorU is a service wherein students
call to schedule an exam (appointments need to be scheduled 72 hours before the
exam, otherwise there is an additional service charge) that is proctored. Students
must have access to the following materials to participate in this course:

A reliable computer running Windows XP (or higher) or Mac OS X 10 (or higher).

A web cam with 640x480 video pixel resolution or higher.

Headphones or working speakers connected to the computer.

A working microphone connected to the computer. We recommend a web cam that
has a built in microphone.

A web browser with Adobe Flash Player installed. We recommend Flash Player 10.

A reliable, high-speed Internet connection.

The ability to allow video and screen-sharing connections to the computer used to
take an exam.

Test-takers can test their computer and webcam at www.ProctorU.com/helpdesk

There will be two proctored exams each with a fee of $25.00 per exam (i.e., $50.00
for the semester, provided students schedule their exams by the deadline;
additional fees apply for late scheduling). Note that there is no textbook, so this is
the only purchase required. More information will be provided on Canvas.

Instructions for registering for your exam

1. Go to the ProctorU website and click “Sign Up.” Be sure “San Jose State
   University” is your institution.
2. “Log in” with the username and password you used to register.
3. Fill out your profile. Be sure to select the proper time zone so that your
   appointment time will be accurate. Click “Update” when you’re done.
4. Click the “New Exam” tab and select Stat95 - Elementary Statistics
5. Click on the highlighted exam date on the calendar.
6. You should now be able to select the time. You may begin the exam any time
   between 5:00 am and 9:45 pm. Allow yourself an hour for the exam and an
   additional 30 minutes to log in, have your identity verified by the proctor, and
read the instructions before beginning the exam. The timer will not start until you've finished all those.

7. After choosing the time you'll take the exam, click “Add reservation.” You don't need to add any comments.

8. You will then see your confirmed reservation. You will have the options to review, edit, or cancel this reservation, if needed. You will also see an inactivated blue button with a countdown timer to your exam. The button will become active when it is time to take your exam during your reservation.

9. The computer you use to take the exam must have a webcam, microphone, and speakers. Test your computer to make sure this equipment functions properly.

**Pre-Proctored Exam Checklist**

1. Make sure your webcam, microphone and speakers are installed and working correctly. If this is your first exam with ProctorU, please visit www.proctoru.com/testitout to check your equipment before logging in.

2. Be sure to close out any other web cam software before you visit the page. Be sure you are in a well-lit, quiet and private room. The lighting of your room must be daylight quality and overhead lighting is preferred. If overhead lighting is not possible, please make sure that your light source is not directly behind you because it will make it difficult for your proctor to see you.

3. Please have your photo ID ready. If your webcam is built into your laptop or desktop (cannot remove or detach), you will also need a reflective surface such as a Smartphone, DVD/CD, hand mirror or compact. This is needed so your proctor can verify that the monitor surface is clear of any materials.

**On Exam Day**

1. At the time of your appointment, visit http://proctoru.com/portal/sjsu and login using the username and password you created. If you’re early, you will see a countdown to the exact time of your appointment. If the countdown or button does not appear, try refreshing the page. After the countdown expires, click "Connect to your Proctor Now."

2. Click the button under Step 1 that says, "Click Me!"

3. If you have trouble with Step 1, go to Step 2 and click "Help Me."

4. Go to our course Canvas page. The proctor will enter a password to give you access to the exam. After you click “Start” the exam will begin.

5. If you have any trouble with any of the above steps, please call 925-273-7588.

**Data Analysis Projects**

While we are committed to teaching you how to calculate statistics, we are particularly interested in you developing the skills of interpreting and discussing the meaning of the statistics you have calculated, i.e., tell me what the numbers mean! To that end, we will have two projects in this class that will serve four specific functions:

1. Teach you how to use statistical software to conduct various statistical procedures.

2. Teach you to communicate statistical findings and interpretations.

3. Allow you to demonstrate your proficiency in written communication.
4. Fulfill the GE requirement of writing a minimum of 500 words in a manner appropriate to quantitative analysis.

We will discuss the details of these writing projects as their dates grow closer. Suffice to say that the reports will be at least roughly 250 words (about 1-2 pages each) in length (typed, double-spaced, 12-point font, 1” margins) and may include at least one graph or table (software generated). Correct grammar, punctuation, and statistical style (as described in the Publication Manual of the American Psychological Association, 6th ed.) are expected and will represent a portion of your grade on the assignment. You will submit the writing assignments via Canvas online submission process. All papers will be subject to plagiarism evaluation. The projects must be submitted in MS Word (.doc) or PDF format to earn credit. You may work in teams of 2-3 students for these projects. All team members will receive the same grade, regardless of the distribution of work. If you feel that your team members are not doing their fair share, try to work it out. If you cannot, then break away from the team and work on your own. Be sure that you designate one person as the one who will submit the assignment to Canvas on behalf of the team. Late projects will automatically lose 50% of the points for that assignment.

**Engagement Week**

Just as the name implies, Engagement Week is your opportunity to make sure you’re ready for online education, and if so, that you are also ready to meet the challenges, responsibilities, and expectations of this class in particular. The week will involve six activities; each designed to get you ready to succeed in our class. More information will be provided on our Canvas site.

1. **Readiness for Online Learning Questionnaire** – Your answers to this questionnaire will help you determine what you need to do to succeed at online learning.

2. **Introduction to Udacity** – You will be asked to complete a couple introductory “lessons” on Udacity.com. These short lessons will introduce you to the Udacity way of learning, the computer systems, and the many resources available to help you succeed.

3. **Introduction to Canvas** – Getting logged into and familiar with Canvas is key to your success. This activity will require you to activate your Canvas account, download material, and take a quiz in Canvas. By the way, the quiz will be based on the course syllabus!

4. **Reflecting on your preparedness** – This exercise will involve you preparing a short self-reflection paper. You will be reflecting on a single question, “Are you ready for online education?” The details and instructions can be found on the “Assignments” page in Canvas.

5. **Your personalized 10-week schedule** – If you’ve completed the previous four tasks and you’re confident that you’re ready for this class, then it’s time to get organized. This last activity guides you in the preparation of your individualized class schedule. Again, instructions can be found on the “Assignments” page in Canvas.
6. **Pre-class and post-class surveys (EXTRA CREDIT!!!!)** – I have some pre-class surveys that will help me learn more about you as a student so I can try to tailor the class to your background, experience, etc. and improve future classes. Please take these surveys as soon as possible (by the end of the first week). At the end of the semester, I will ask you to take two post-class surveys to let me know how we did as a team, how you liked the class, and how I can make future classes better. If you complete all of the surveys on time and provide the most accurate answers you can, **I'll give you extra credit worth three whole quizzes (3% of your final grade) for completing all surveys!** That’s enough to bump your grade from a C+ to a B!

**Udacity Problem Sets**

These are recommended but are not graded. At the end of each lesson, you will complete a Problem Set. These Problem Sets are meant to help you self-assess your knowledge of the concepts covered in each Lesson. All Problem Sets will be multiple-choice or short answer, and will be based on material in the previous Lesson. You will be allowed to use notes and other resources (e.g., one of the online textbooks we suggested) for the Problem Sets, but you should try to answer the questions yourself. While you can certainly ask for help and discuss the various problems, you should not ask anyone else (in or outside of the class) for the answers. Doing so will reduce your ability to perform well on the exams and quizzes.

**About Diversity**

Consistent with the mission of San José State University, I welcome persons of differing backgrounds and experiences including, but not limited to, age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status. It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San José State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

**University Policies**

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).
Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

SJSU Peer Connections

Peer Connections is a campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory,
alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Counseling Services
Personal Counselors are available to help students identify and accomplish their academic and career goals, enhance personal development, meet life's challenges, and improve interpersonal relationships. Free short-term psychological counseling is available to individuals and couples who are matriculated students of San José State University. Students are eligible to receive six sessions per semester. The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website at http://www.sjsu.edu/counseling.

Student Success and Wellness
Attending to your wellness is critical to your success at SJSU. Take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness!

Acknowledgments
I would like to thank Dr. Ron Rogers and Dr. Dave Schuster for their contributions to this course and syllabus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 2 – 8</td>
<td>• Engagement and Self-Assessment!</td>
</tr>
<tr>
<td>2</td>
<td>June 9 – 15</td>
<td>• Introduction to Statistics &amp; Scientific Studies</td>
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<td></td>
<td></td>
<td>• Frequency Distributions &amp; Visualizing Data</td>
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<td>3</td>
<td>June 16 – 22</td>
<td>• Central Tendency</td>
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<td></td>
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<td>• Variability</td>
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<td></td>
<td><strong>June 23</strong></td>
<td><strong>Midterm 1 (Lessons 1 – 4)</strong></td>
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<td>4</td>
<td>June 24 – 29</td>
<td>• Standardized Scores (z-scores)</td>
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<td></td>
<td>• The Normal Distribution</td>
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<tr>
<td>5</td>
<td>June 30 – July 6</td>
<td>• The Normal Distribution</td>
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<td></td>
<td></td>
<td>• The Sampling Distribution of the Mean</td>
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<tr>
<td>6</td>
<td>July 7 – 13</td>
<td>• Estimation (Confidence Intervals)</td>
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<tr>
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<td>• Hypothesis Testing</td>
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<td><strong>July 14</strong></td>
<td><strong>Proctored Midterm 2 (Lessons 5 – 9)</strong></td>
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<tr>
<td>7</td>
<td>July 15 – 20</td>
<td>• Using t Tests to Compare Means</td>
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<td>8</td>
<td>July 21 – 27</td>
<td>• One-Way ANOVA and Post-hoc Tests</td>
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<td>9</td>
<td>July 28 – Aug 3</td>
<td>• Correlation</td>
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<td>• Simple Regression</td>
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<td>10</td>
<td>Aug 4 – 7</td>
<td>• Chi-Square Tests</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td><strong>August 8</strong></td>
<td><strong>Proctored Final Exam (Lessons 10 – 16)</strong></td>
</tr>
</tbody>
</table>

1 This schedule is subject to change with fair notice. Notification of changes, if any, will be made via Canvas.
STAT 095 – Elementary Statistics (Summer 2013)

**Due Dates**

Unless otherwise noted, all assignments must be submitted no later than 11:59 pm on the date indicated below.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>June 8</td>
<td>Student Engagement &amp; Self-Assessment Activities</td>
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<tr>
<td>June 15</td>
<td>Quiz 1, 2</td>
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<tr>
<td>June 22</td>
<td>Quiz 3, 4</td>
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<td><strong>June 23</strong></td>
<td><strong>Exam 1 (Lessons 1 – 4)</strong></td>
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<tr>
<td>June 29</td>
<td>Data Analysis Project 1</td>
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<tr>
<td>July 6</td>
<td>Quiz 5 &amp; 6 (combined)</td>
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<tr>
<td>July 13</td>
<td>Quiz 7 &amp; 8 (combined)</td>
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<td></td>
<td>Quiz 9</td>
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<tr>
<td><strong>July 14</strong></td>
<td><strong>Proctored Exam 2 (Lessons 5 – 9)</strong></td>
</tr>
<tr>
<td>July 20</td>
<td>Quiz 10, 11</td>
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<tr>
<td>July 27</td>
<td>Quiz 12, 13</td>
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<tr>
<td>Aug 3</td>
<td>Quiz 14 &amp; 15 (combined)</td>
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<tr>
<td>Aug 7</td>
<td>Quiz 16</td>
</tr>
<tr>
<td><strong>Aug 8</strong></td>
<td><strong>Proctored Exam 3 (Lessons 10 – 16)</strong></td>
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