

**Welcome to Math Skills for Success in Statistics**

I look forward to spending the semester with you. Over the semester, you will experience a range of feelings, including: success and failure; challenge and boredom; accomplishment and frustration. Please know that I and your fellow students will be here to help you through it. Having persistence, working hard, putting in time and effort will help you succeed.

As your instructor, I will do what I can to give you the resources and support to help you succeed. Please reach out to me if I can help you.

There are many excellent resources available to you on our campus. Other students in class are a good resource and I would encourage you to form small groups to study and do homework together. If you have an unanswered question, come by my office (FEM 1M) which is in the FEM building located in the Math Center. I am available M-T 8:00-9:50 and W-Th 8:00-8:50.

Other available resources are:

- The Math Center in the FEM building, room 1. Hours: M-Th 8:00 AM - 4:00 PM and F 8:00 AM - 12:00 PM. (559) 638-0300 ext. 3158

**What is the STEM Math Study Center?**

The STEM Math Study Center (MSC) is a free tutoring resource available to all Reedley College math students. The services available in the MSC are focused on increasing our students' ability to understand and enjoy mathematics. We hope to bridge the gap that keeps our students from pursuing majors and careers in math-related fields. The MSC has a study area in which students can receive services or study alone. In addition to its study area, the MSC contains the offices of most of our mathematics instructors.

**What services are available in the STEM Math Study Center?**

The MSC offers drop-in tutoring facilitated by our math faculty and well-qualified student tutors. The MSC has 20 computers and online access available to students with online math homework. The MSC offers workshops on specific math topics throughout the semester to enhance and augment the math education offered to students. The MSC offers bilingual tutoring to Spanish speaking students.

**How can I use the STEM Math Study Center?**

To use the MSC, students must enroll in INTDS 300, a non-credit course. Enrollment forms are available in the center. Once enrolled in the class, students need only to log-in to the MSC computer when they arrive and log-out when they leave.

- Tutorial Learning service located in the library, LRC room 111. Their hours are M-Th 8:00 AM-5:00 PM and F 8:00 AM - 3:00 PM. Phone (559) 638-0358.
- YouTube also has many good videos for help.

### **Embedded Tutor**

We will have an imbedded tutor in our class. The hours will be that the tutor is available will be shared in class during the first week of school.

### **Course Description:**

Math Skills for Success in Statistics is for students concurrently enrolled in Math 11. In this class, students will review algebraic, geometric, and arithmetic procedures and concepts that underlie statistical formulas and other study skills that promote success in Math 11.

**Corequisite:** Mathematics 11. (C-ID Math 110)

**Notes:** Notes for this class will be available on Canvas and are required. You will need to bring them with you each day to class.

**Required:** TI-84 Calculator.

### **StarFish**

This class will participate in Starfish Early Alert, which promotes student success through coordination and communication among students, instructors, counselors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, missing assignments, at risk of failing, etc.), I may send an email to your sccd.edu email account through the Starfish Early Alert system. My message will tell you about my concerns and ask you to contact me regarding the concern and what can strategies may help you be successful in the course. A counselor or special program may also follow-up with you regarding the concern. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts. Starfish Early Alert provides notices by email and/or text. Please check your sccd.edu account frequently.

### **Attendance:**

Everyone can learn math, but don't do it alone! Come to class! In class we will be working on developing your understanding of key concepts and we'll be doing a lot of problem solving. Participating in class activities will help prepare you for exams and is truly an integral part of your learning process.

Complications can arise during the semester that can impede making it to class on time or even attending, whether that is due to a traffic delay, a child being ill, or missing your ride. If you miss class, before you do anything else contact me by email. You can watch the video of the class and keep up with your notes if I am able to get them ready in time. If you have trouble with anything in the notes or video, get help in the Math center, tutorial and learning services center, my office, or a friend. It is important that you know the absence policy. If you miss three classes you may be dropped. You are expected to attend all class meetings, be on time, and be in class the entire class session. Calling me to tell me you will be absent **does not** excuse you. If you decide to drop the course, it is **your** responsibility to make the drop official in the Administrations and Records office or else possibly receive a grade of **No Pass**.

**Behavioral Standards:** Your classmates and I would greatly appreciate that you take care of any personal needs (i.e., using the restroom, getting a drink, sharpening a pencil) before class begins. Please turn your phone off, put it out of sight, and remove any earbuds when you come into class. You may not use your phone as a calculator. I would appreciate that you not bring guests to class.

**Note:** The drop deadline is October 11.

**Homework:**

**NO LATE HOMEWORK WILL BE ACCEPTED!** When a student has not satisfactorily completed 3 homework assignments they will be dropped. Any assignment that is not done on time will receive a grade of 0%.

**Test:** There are no makeup exams for missed tests.

**Grading:**

- *Homework:* All of your homework scores will be worth the same percentage. Homework worth 10 points and homework worth 15 points will count the same. Homework percentages will be averaged to obtain a chapter homework grade. The homework will be worth 70% of the overall grade.
- *In Class Quizzes:* All of your in-class quizz percentages will be averaged. In-class quizzes are worth 30% of the overall grade.

*Example:* If your homework grade 75% and your in-class quiz grade is 80%, then you would compute your grade as follows:

$$(75 \times 0.70) + (80 \times 0.30) = 76.5\%$$

This would give you a grade of “Pass”.

<u>Percent of Total Points</u>	<u>Grade</u>
60-100	Pass
0-59	No Pass

**Where to Find Your Grade:**

- Canvas - Grades.

**Special Needs Requests:**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, you are encouraged to provide me with your notification of authorized services form from DSP&S and consult with me immediately so that arrangements can be made.

**Academic Integrity**

You are expected to be honest. In this course, that primarily means you should never submit work that is not your own. This does not mean that you are not allowed to work with other students. I encourage you to collaborate on homework problems! It is often more fruitful and enjoyable to work with other people when trying to figure something out. They can give you a fresh insight or different perspective on the problem. Conversely, explaining your idea to another person forces you to clarify your thoughts and can help to highlight flaws you may have previously overlooked. However, if you work with others to come up with a solution, afterward you should write up your work on your own. You should not base your homework on another’s student’s homework, and never put your name on something you do not understand.

Below is the official School policy on academic dishonesty, cheating and plagiarism.

## **Academic Dishonesty**

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

**Cheating** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism** is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

## **Course Objectives**

1. Practice basic calculations with numbers and order of operations in statistical formulas.
2. Solve linear equations and inequalities.
3. Create and interpret statistical graphs including pie charts, histograms, and scatter plots.
4. Graph linear functions.
5. Interpret slopes and y-intercepts of linear equations.
6. Identify and use appropriate study skills to show competence in basic statistics.

## **Course Content Outline:**

1. Perform operations with real numbers with and without calculators.
  - A. Addition, subtraction, multiplication and division of real numbers
  - B. Calculator techniques, square roots, summation notation, recognizing order of operations in statistical formulas, factorials.
  - C. Ordering and converting decimals, percentages and fractions.
  - D. Rounding concepts.
2. Evaluate algebraic expressions and solve linear equations and inequalities
  - A. Substitution into statistical formulas that are algebraic in nature.
  - B. Applying the addition and multiplication properties to solve formulas
  - C. Solving equations with fractions
  - D. Solving proportions

3. Create and Interpret Statistical Graphs
  - A. Create statistical graphs, bar charts, histograms, pie charts, scatter plot, box plots, normal curve, etc.
  - B. Extract information from graphs and table.
  - C. Complement rule
  - D. Inequalities related to area under the normal curve
  - E. Expose students to playing cards and board games to learn about probability concepts (suits, face cards, dice).
  
4. Graph linear equations in two variables.
  - A. Finding solutions to linear equations in two variables
  - B. The equation of a line, linear models, regression, linear function notation, making predictions
  - C. Applications - Describing points, slope in context, and intercepts using complete sentences
  - D. Calculate vertical deviation of a point from the line
  
5. Study Skills
  - A. Improving your note taking
  - B. Improving your memory
  - C. Effective listening skills
  - D. Using effective time management to optimize your studying
  - E. Coping with test anxiety
  - F. Finding a good study location
  - G. Using studying groups
  - H. A guide for studying math
  - I. Solving math word problems
  - J. Setting and achieving goals

### CSLOs

SLO1: Perform basic arithmetic calculations using order of operations.	Expected Performance: 70%
SLO2: Interpret statistical graphs.	Expected Performance: 70%
SLO3: Organize and analyze data models.	Expected Performance: 70%
SLO4: Identify six basic study skills.	Expected Performance: 70%

### Important Dates

August 12, Monday	Class begins
August 30, Friday	Last day to drop and avoid a “W”
September 2, Monday	Labor Day
October 11, Friday	Last day to drop and not receive a grade
November 11, Monday	Veteran’s Day
November 28-29, Th, F	Thanksgiving
December 9, Monday	11:00 AM class final 11:00-12:50
December 11, Wednesday	10:00 AM class final 10:00-11:50

**The final is a test. Be sure you plan to be there!**

## How to Send an Email to Mr. Gilmore

**Read the syllabus.** Often, the question you would like to ask has already been answered in the material I have provided for you.

**Use your Reedley College email through Canvas.** I am deluged with emails every day, and by using your school account, you'll have a better chance of avoiding the spam filter. Last semester I received about 800 emails from students.

**Your Subject line should be the class name and time of the class only.**

- Example: Math 103 8:00 AM

This information helps me organize and prioritize student emails. The section information is especially important since I often teach multiple sections of the same course.

**Always use a greeting.** Do not begin with "Hey" or similar colloquialisms. You should use "Dear Mr. Gilmore:"

**Briefly and politely state the reason you are emailing.** Offer only as much information as is relevant to the situation. Get to the point right away.

- Name the assignment or projects you are referring to instead of using pronouns or phrases, such as "this assignment".
- Example: Homework problem number 7 in section 7.1.

**If you are emailing with a problem, suggest a solution.** Be considerate, however, of how your solution might create additional work for me.

**Sign it with your name and your student ID number (but never your Social Security number).** Use your first and last name, even if you know that I know you.

**Your email should be professional.** It is important to use punctuation, capitalization, and complete sentences in all email correspondence to me.

The screenshot shows an email composition interface. The 'To' field contains 'Jim Gilmore'. The 'Subject' field contains 'Math 103 8:00'. Below the fields is a rich text editor toolbar with options for font face (Tahoma), size (10), bold (B), italic (I), underline (U), bulleted list, numbered list, indent, outdent, link, unlink, and a dropdown menu. The email body text reads: 'Dear Mr. Gilmore: I will not be in class on Tuesday because I am not feeling well tonight. I will ask John Smoltz to take notes for me. I will also watch the video that is located in Blackboard and then do the assigned homework in CourseCompass. Greg Maddux 0123456'.

**Read it over.** If you do not have spell-check on your email, then you can copy the message, paste it into a word-processing program, and run spell-check there. Consider not only the mechanics, but also what you have said. Strive for a polite tone, concise language, and clear purpose.

- **Allow adequate time for a reply.** Follow up if more than a few days have passed and you have not gotten a response, then it is appropriate to politely ask if I received your email and had time to consider what you wrote.

If you are simply sending me information then I may not consider a reply necessary. In this case, you are done.

Example: "I have the flu and will not be in class on Tuesday, but Sue will turn my paper in for me."

**If your issue is not resolved then consider an office visit.**

Often the tone in emails cannot be properly judged. Rather than becoming upset, a visit in person can often remedy the situation.