Welcome to BA 302 for Spring 2013! Before you completely freak out over statistics, take a deep breath and know that we WILL get through this TOGETHER! I am not here to fail you - I am here to teach you. YOU just need to put forth the honest effort to complete the requirements of the syllabus and of this course.

You may post questions to the Virtual Office, however I will only check this 2-3 times a week (Thursday will be the last day of the week I check – I will not check it over the weekend). So, if you have something urgent, use email. I will answer emails within 24 hours – emails are not guaranteed answered between Fri 10 pm to Mon 8 am.

Homework is to be submitted with your best effort – LATE HOMEWORK WILL NOT BE ACCEPTED!

We will have online chats – I will notify you of those dates. It is best that you have a microphone/speakers (or headset) for these discussions. We might meet like this, or we might do strictly chat.

If you have any questions, please email me – I check my email several times throughout the day.

Jennifer.Flanagan@tamuc.edu

About the Instructor:

Greetings! I am Jennifer Flanagan, instructor for this course. I graduated with my BS in Business Administration from TAMU-C in 1998, my MBA from Texas Woman's University in 2004, and I graduated with my PhD in Educational Psychology (BA minor) in December of 2009. I am also a certified Texas Educator (grades 4-8 Math and 4-8 generalist).

Before teaching, I worked for 4 years as an HR/Payroll manager and Retail Manager. I began teaching in 2002 (5th grade) and taught for 4 years (Math, Science, and Social Studies, grades 5-12), as well as coaching for 2 years (tennis and cheerleading). I left teaching in 2006 to pursue my PhD full time and stay home with my son. I began teaching at TAMU-C in the Spring of 2005 as an adjunct faculty, and began teaching full time in 2006.

I live outside of Commerce with my husband (Cleon, 1998) and two sons (Bryan – 9, Brayden – 3).
**BA 302.02W**  
**Business and Economic Statistics**  
**Spring 2013**

**Instructor:**  
Dr. Jennifer L. Flanagan, PhD  
College of Business and Technology, Business Admin. & MIS

**Office:** BA 320  
**Phone:** 903-468-8695  
**Website:** [http://faculty.tamuc.edu/jflanagan](http://faculty.tamuc.edu/jflanagan)

**Email:** Jennifer.Flanagan@tamuc.edu  
*Emails answered within 24 hrs, not answered Fri 5pm-Mon 9am*

**Office Hours:** Monday/Tuesday/Thursday 9-11:15 am  
*Also available by appointment. Times are subject to change – please see my website for updated hours*

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**Required Text/Materials**

- Scientific Calculator

**Course Prerequisite:** Math 141, 175 or equivalent  
**Course Classification:** Core Business Course

**Course Description:** This is a course dealing with statistical concepts including measures of central tendency and dispersion, probability distributions, the Central Limit Theorem, sampling, estimation, hypothesis testing, analysis of variance, correlation and regression analysis.

**Course Objectives:** The objective of this course is to provide an understanding for the undergraduate business student on statistical concepts to include measurements of location and dispersion, probability, probability distributions, sampling, estimation, hypothesis testing, regression, and correlation analysis, multiple regression and business/economic forecasting. By completing this course the student will learn to perform the following:

- How to calculate and apply measures of location and measures of dispersion.
- How to apply discrete and continuous probability distributions to various business problems.
- To understand the meaning of a null and an alternative hypothesis as well as the meaning of type I and type II error. Further, to perform test of hypothesis as well as calculate confidence interval for a population parameter for a single mean, including use of the t and the z test.
- Compute and interpret the results of Bivariate Regression and Correlation Analysis.
- Be able to interpret regression results generated by a computer software (you may use excel, minitab, or any other stat. program).

**Online Course:** This course is online, so it is VITAL that you keep your email and myLeo information current. If you are having problems with eCollege, please text, email, or call me asap. Many assignment details, schedule changes, and other important announcements will be posted online, so it is VITAL that you check your eCollege course daily. Contact the instructor and/or technical support if you are not able to log onto eCollege the first week of classes. Unless otherwise indicated, assignments should be submitted in the DropBox in eCollege.

**First time eCollege users:** eCollege is generally very user friendly; however, should you have any questions or concerns about it, you may want to complete an eCollege orientation. You can access the online eCollege Orientation by clicking on the following link: [http://online.tamuc.org/](http://online.tamuc.org/) The home page will give you directions on how to proceed from there. Your login is your Campus-wide ID # and your password is the same as you use for Webtrax, which is now your MyLeo password.

**Technical Support:** If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the eCollege Help Desk, available 24 hours a day, seven days a week. The Help Desk can be reached by sending an email to helpdesk@online.tamuc.org or by calling 1-866-656-5511. Additionally, you can click on the "Help" button located at the top of each page for more information.
**Classroom Demeanor:** Again, even though we are online, you are expected to be respectful, professional, courteous, and speak with intelligence. “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conductive to a positive learning environment.” See Student’s Guide Book. Please turn off all cells phones, make sure you are on time to class, and, if you have an issue that needs to be addressed during class, take care of it in the quietest way possible.

**Online Office Hours:** I will be online and available for immediate response during my regular office hours via yahooIM (drjenflanagan), Skype (drjenflanagan), and email. I will also schedule periodic online chats for those who might want to ask more in-depth questions.

You may also post questions to the Virtual Office, however I will only check this 2-3 times a week (Thursday will be the last day of the week I check – I will not check it over the weekend). So, if you have something urgent, use email. I will answer emails within 24 hours – emails are not guaranteed answered between Fri 5 pm to Mon 9 am.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

| Office of Student Disability Resources and Services |
| Texas A&M University-Commerce |
| Gee Library, Room 132 |
| Phone (903) 886-5150 or (903) 886-5835 / Fax (903) 468-8148 |
| StudentDisabilityServices@tamuc.edu |

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Online Exams (3)</td>
<td>25%</td>
</tr>
<tr>
<td>Timed Quiz (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Online Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Timed Final Quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

All % are rounded either up or down to the nearest whole %

**Exams:** You will have an “Online” (for lack of better terms) Exam and a “Timed” quiz for each section tested. This will also be the format for the Midterm and Final Exam. Reviews will be posted under the Course Announcements.

Both types of tests are listed under the appropriate weeks.

- **Online Test** – You can enter the exam, print it, (log out!!) work on it, then come back and enter your answers. If you find you cannot log back in to enter your answers (it says you’ve already taken the test) email me and I will reset it. Be patient – even if this causes a delay in entering answers, I’ll get you taken care of!

- **Timed Quiz** – You will take a short online quiz consisting of 10-20 questions. *This test IS timed and you cannot enter, exit, and re-enter this test!*

**Homework:** Homework will be assigned and required to be turned in weekly. Homework should be submitted AS AN ATTACHMENT to the dropbox by 11 pm CST on the date indicated on the syllabus. Homework may be submitted in any Office program or you may scan and attach it – whatever is easiest for you. Homework answers will be posted in the Virtual Office after the due date.
I will not post the homework on the syllabus. Rather, homework is available under each Week tab (eCollege) under Homework. You are not graded on your answers, but on your effort. So, **LATE HOMEWORK WILL NOT BE ACCEPTED!!**

**Attendance and Online Discussions:** Even though this is an online course, I expect you to participate in discussions. As designated on the schedule, students will be required to post discussions to topics posed online. Questions are to be answered fully and discussions are to be professional, courteous, intelligent, and well-thought-out. **Part of the online discussion grade is posting responses as requested in the discussion instructions. Points will be deducted if response requirements are not met.** Any questions about the online discussions should be directed to the instructor. **LATE DISCUSSIONS WILL NOT BE ACCEPTED!**

**Discussion Grading Rubric**

If 2 responses are required

<table>
<thead>
<tr>
<th>Your Post</th>
<th>Your responses to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>30%</td>
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</tbody>
</table>

If 3 responses are required

<table>
<thead>
<tr>
<th>Your Post</th>
<th>Your responses to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>20% each</td>
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</tbody>
</table>

Keep in mind that failure to post at all will result in student not receiving any participation points. Plan to participate throughout the semester. It is the responsibility of each student to keep up with the scheduled readings and discussions for the chapters. In order to achieve the highest possible score for discussion participation, students should post more than the minimum replies to show active engagement in the discussion. Grades awarded for each chapter reflect an average of the three components (i.e., participation, timeliness, and content/subject knowledge/critical thinking). It is critical that students read ALL the postings for each topic. This will ensure that you not only respond to the topic questions but to your colleagues’ comments as well. Also, it will help in ensuring against anyone plagiarizing your work.

**IMPORTANT POSTING RULES:**

1) Postings may be a few sentences or a couple of paragraphs in length. The key to a quality post is that it provides clear analysis and insight into the topic or questions. Your postings will be carefully read.

2) Note that long-winded postings are not necessary. The idea is for quality rather than quantity.

3) Plagiarism among students (copying others’ postings) will **NOT** be tolerated. Please note that TAMU-C has explicit rules regarding plagiarism and will be subject to penalties. Students are advised to carefully read everyone’s postings to ensure that no one has plagiarized your answer.

4) Students with very FEW or NO SUBSTANTIVE postings will not receive the highest credit.

5) Proof your postings and eliminate any offensive references, poor sentence syntax, misspelled words, etc. Keep errors to a minimum.
## Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignments</th>
</tr>
</thead>
</table>
| Week 1 (1/14-1/18) | Chapter 1 and Chapter 2  
Turn in Homework (dropbox) AND  
Post online discussion by Sunday, 11 pm CST |
| Week 2 (1/21-1/25) | Chapter 3  
Turn in Homework (dropbox) AND  
Post online discussion by Sunday, 11 pm CST |
| Week 3 (1/28-2/1) | Chapter 4  
Turn in Homework (dropbox) AND  
Post online discussion by Sunday, 11 pm CST |
| Week 4 (2/4-2/8) | Chapter 5  
Turn in Homework (dropbox) AND  
Post online discussion by Sunday, 11 pm CST |
| Week 5 (2/11-2/15) | **Take Online Exam 1 (Chapters 1-5) –  
Available Monday (2/11), due by 8 pm Friday (2/15)**  
**Take Timed Quiz 1 - Available Monday (2/11), due by 8 pm Friday (2/15)**  
No online discussions this week |
| Week 6 (2/18-2/22) | Chapter 6  
Turn in Homework (dropbox) due by 11 pm Sunday  
No online discussions this week |
| Week 7 (2/25-3/1) | Chapter 7  
Turn in Homework (dropbox) due by 11 pm Sunday  
No online discussions this week |
| Week 8 (3/4-3/8) | Chapter 8  
Turn in Homework (dropbox) AND  
Post online discussion by Sunday, 11 pm CST |

**SPRING BREAK!!! NO CLASSES!!! HAVE FUN!!!**
Week 9 (3/18-3/22)
Mid Term (Chapters 6–8)
Take Online (Midterm) Exam 2 (Chapters 6-8) - Available Monday (3/18)
due by 8 pm Friday (3/22)

Take Timed Quiz 2 - Available Monday (3/18) due by 8 pm Friday (3/22)
No online discussions

Week 10 (3/25-3/29)
Chapter 9
Turn in Homework (dropbox)  AND
Post online discussion by Sunday, 11 pm CST

Week 11 (4/1-4/5)
Chapter 10 and Chapter 11
Turn in Homework (dropbox)  AND
Post online discussion by Sunday, 11 pm CST

Week 12 (4/8-4/12)
Chapter 12
Turn in Homework (dropbox) due by 11 pm Sunday
No online discussions

Week 13 (4/15-4/19)
**Take Online Exam 3 (Chapters 9, 10, 11, 12) –
Available Monday (4/15), due by 8 pm Friday (4/19)

**Take Timed Quiz 3 - Available Monday (4/15), due by 8 pm Friday (4/19)
No online discussions this week

Week 14 (4/22-4/26)
Chapter 13 and Chapter 14
Turn in Homework (dropbox)  AND
Post online discussion by Sunday, 11 pm CST

Week 15 (4/29-5/3)
**Take Online Final Exam (Chapters 5, 7, 9-14) –
Available Monday (4/29), due by 9 am Monday (5/5)
No online discussion this week

Week 16 (5/6-5/10)
**Take Timed Final Quiz (Chapters 5, 7, 9-14) –
Available Saturday 5/4, due by 11 pm TUESDAY, 5/7
No online discussion this week
<table>
<thead>
<tr>
<th>Criteria (Course Objectives)</th>
<th>1 (Unsatisfactory)</th>
<th>2 (Emerging)</th>
<th>3 (Proficient)</th>
<th>4 (Exemplary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to calculate and apply measures of location and measures of dispersion.</td>
<td>Student cannot calculate and apply any measures of location and measures of dispersion.</td>
<td>Student can calculate and apply some of the measures of location and measures of dispersion.</td>
<td>Student can calculate and apply most of the measures of location and measures of dispersion.</td>
<td>Student can calculate and apply all of the measures of location and measures of dispersion.</td>
</tr>
<tr>
<td>2. How to apply discrete and continuous probability distributions to various business problems.</td>
<td>Student cannot apply discrete and continuous probability distributions to any problems.</td>
<td>Student can apply discrete and continuous probability distributions to some problems.</td>
<td>Student can apply discrete and continuous probability distributions to most of the problems.</td>
<td>Student can apply discrete and continuous probability distributions to all the problems.</td>
</tr>
<tr>
<td>3. Understand the Hypothesis Testing: 3.1 Understand the meaning of a null and an alternative hypothesis 3.2 Understand the meaning of type I and type II error. 3.3 Be able to perform test of hypothesis 3.4 Be able to calculate confidence interval for a population parameter for a single mean, including use of the t and the z test.</td>
<td>3.1 Student doesn’t understand the meaning of a null and an alternative hypothesis 3.2 Student doesn’t understand the meaning of type I and type II error. 3.3 Student cannot perform test of hypothesis 3.4 Student cannot calculate confidence interval for a population parameter for a single mean, including use of the t and the z test</td>
<td>3.1 Student understands the meaning of a null and an alternative hypothesis or 3.2 Student understands the meaning of type I and type II error. 3.3 Student is able to perform some test of hypothesis or 3.4 Student is able to calculate confidence interval for a population parameter for a single mean, including use of the t and the z test (2 out of 4)</td>
<td>3.1 Student understands the meaning of a null and an alternative hypothesis or 3.2 Student understands the meaning of type I and type II error. 3.3 Student is able to perform some test of hypothesis or 3.4 Student is able to calculate confidence interval for a population parameter for a single mean, including use of the t and the z test (3 out of 4)</td>
<td>3.1 Student understands the meaning of a null and an alternative hypothesis and 3.2 Student understands the meaning of type I and type II error. and 3.3 Student is able to perform some test of hypothesis and 3.4 Student is able to calculate confidence interval for a population parameter for a single mean, including use of the t and the z test</td>
</tr>
<tr>
<td>3 Compute and interpret the results of Bivariate Regression and Correlation Analysis.</td>
<td>Student cannot compute and interpret the results of Bivariate Regression and Correlation Analysis.</td>
<td>Student can compute and interpret some of the results of Bivariate Regression and Correlation Analysis.</td>
<td>Student can compute and interpret most of the results of Bivariate Regression and Correlation Analysis.</td>
<td>Student can compute and interpret all of the results of Bivariate Regression and Correlation Analysis.</td>
</tr>
<tr>
<td>4 Be able to interpret regression results generated by computer software.</td>
<td>Student cannot interpret regression results generated by a computer software</td>
<td>Student can fairly interpret regression results generated by a computer software</td>
<td>Student can interpret regression results generated by a computer software well</td>
<td>Student can interpret regression results generated by a computer software excellently</td>
</tr>
</tbody>
</table>