

## COURSE SYLLABUS

### Course Description

Most decisions in the business world are based both on what is learned in theory and on consideration of real-world observations and experience (i.e. data). Decision makers at every level of business increasingly are required to perform their own empirical analysis as personal computers become more advanced, data collection becomes more prevalent, and business decisions become more complex. Thus, a firm grasp of statistical concepts will be crucial to your career. The American Association of Collegiate Schools of Business (which accredits schools like Terry College) requires that every BBA have a course in basic statistics.

This course introduces you to elementary statistical procedures and reasoning. Even if your future job does not require you to crunch numbers, effective decision-making will require that you correctly interpret data and statistical output. When you successfully complete this course you will have the statistical foundations needed to employ basic methods of sound empirical analysis.

### Materials

- Textbook: Business Statistics: A Decision Making Approach, 7th ed., 2008, by David F. Groebner, Patrick W. Shannon, Phillip C. Fry and Kent D. Smith, Prentice Hall. **REQUIRED**
- *Business Statistics* homework software by Hawkes Learning Systems: **REQUIRED**. Download the software and purchase an access code from their site: [www.hawkeslearning.com](http://www.hawkeslearning.com). Cost is about \$37. See complete instructions under *Homework*.
- Hubbard, Elbert. How I Carried a Message to Garcia, which can be found at <http://wwwFOUNDATIONSMA.com/garcia.html>
- *Access to WebCT*. **REQUIRED**

### Course Grade

- Your grade will be determined as follows:

|                           |                               |
|---------------------------|-------------------------------|
| Homework (Quandt Systems) | 25%                           |
| Case Studies              | 75%                           |
| Concept/Vocab Quiz        | Must score >85 to pass course |

- You will have no exams in this class.
- An 'A' is 93 or above, an 'A-' is 90-92, a 'B+' is an 87-89, a 'B' is 83-86, a 'B-' is a 80-82, a 'C+' is a 77-79, a 'C' is 73-76, a 'C-' is a 70-72, a 'D' is 60-69, and an F is all below 60. I **do not round** your final course average. You must reach the cutoff point to receive the corresponding letter grade.
- As per departmental policy covering all MSIT 3000 and 3000H courses, if you drop the course while you have an F grade, you will receive a WF – no exceptions.
- Grading is usually a major area of concern for students. I am here to help you learn statistics. Remember, I love statistics and want to share that passion with you. I get no satisfaction from trying to fail students or lower their GPAs. However, that doesn't mean I accept shoddy work or reward irresponsibility. If you are having trouble, ***do not wait until near the end of the semester to let me know!*** At that point there is little either of us can do to rescue your grade (I will not

assign extra credit). Call, email, drop by my office, do something to let me help you! As soon as possible!

- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## ***Contacting Your Professor and Teaching Assistant***

Office Hours: Tuesday and Thursdays 8:30 – 9:25 am and by appointment

Office Location: G8 Brooks Hall

Email: [kmccclain@terry.uga.edu](mailto:kmccclain@terry.uga.edu) **DO NOT SEND EMAILS THROUGH WEBCT**

For information on our teaching assistant, see WebCT.

## ***Honor Code***

The honor code is taken very seriously in this class. If you have a question concerning what is appropriate, see the University guidelines or ask your professor. In general, you are expected to behave such that your academic integrity is beyond question. All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. I have reported students to the Office of Academic Integrity before and it is not a pleasant process for either of us. The outcome usually involves one of the following: a notation on your record, an F in the course, and/or a zero on the assignment. **Cheating is a poor choice - the consequences far outweigh the benefits.**

## ***Your Responsibilities***

In general, you are responsible for devoting the time and effort necessary to master the material covered in this course. A rule of thumb is that two hours spent outside of class are needed for every hour spent in class. Depending on your background and aptitude, you may need more study time. Like many other skills, statistics is best learned by doing, and practice makes perfect. The more problems you do, the better you will get. After each section, be sure to work the odd-numbered textbook problems in preparation for upcoming exams. Class attendance is required. You should come to class prepared. This means that you should skim the relevant textbook material before class and read the material thoroughly after class. Surprisingly enough, it’s hard to fully grasp the material if you are trying to read you Stat book and watch ER at the same time. Set aside some time to give it your full attention, preferably when you are alert! *I like statistics, and stat books will still put me to sleep!*

- **Attendance is required.** If absenteeism becomes a problem, I may institute pop quizzes.
- **Be on time.** If you can’t get to class on time, don’t come. Really.
- **You are responsible for turning off cell phones BEFORE entering the classroom.**
- **No laptops in class.**

## ***Getting Extra Help***

Since the material in this course builds on itself over the semester, it is important that you not fall behind. The teaching assistants for MSIT 3000 and your professor keep regular office hours. If you need more intensive one-on-one help, you may desire to try the UGA Tutorial Program located in Milledge Hall. Tutors are free of charge and require only that you reserve their time in advance; for more information call 542-7575.

## WebCT

I will make announcements on WebCT and you can download other materials such as previous exams from WebCT. To access the WebCT account, go to <http://webct.uga.edu>. Enter your UGA MyID and password. Click on MSIT 3000H.

- For technical assistance with WebCT, see <http://www.webct.uga.edu/www/student/guide/>.
- Contact me if you suspect a problem with the WebCT site itself (e.g. a malfunctioning link).

## Homework

To **download the software**, go to [www.hawkeslearning.com](http://www.hawkeslearning.com). On the left, click on SUPPORT then DOWNLOADS then BUSINESS STATISTICS then FULL INSTALL.

To **purchase an access code**, go to [www.hawkeslearning.com](http://www.hawkeslearning.com). On the left, click on STUDENTS, then GET YOUR ACCESS CODE, then look for the section that says I DO NOT HAVE A LICENSE NUMBER. Click on PURCHASE CODE ONLINE. Our course code is UGABSTAT.

The homework software **will not work on a Mac computer**. You can do the homework on an SLC computer, where the software is preloaded. You will still need to purchase an access code.

Your homework problems are part of Hawkes Learning Systems' *Business Statistics* software. You are responsible for purchasing an access code for the software and working the relevant lessons for your homework grade. The program includes tutorials along with corresponding practice problems and certification problems for several of our lessons. *Your homework grade is based on the percentage of required Hawkes Systems lessons in which you certify **and register your certification codes** by their due dates.* There is no limit to the number of attempts that you may make to certify in any lesson. Regardless of the number of questions you answer correctly, when you upload your certification code for a lesson by the due date, you receive 100% credit for that lesson. During the first 10 days after the due date, you lose 5 percentage points for each day your certification is late. For example, if a certification code is uploaded one day late, you will receive 95% for the lesson, two days late means 90%, etc. If you upload the certification code for a lesson after these 10 days but before May 5, you will receive 50% credit for that lesson. **No credit is awarded for certification codes uploaded after May 5.** Certifications must be dated and time stamped on or before the due date to receive full credit. Please do not wait until midnight on the due date in case your watch is not synchronized exactly to the Hawkes System server. Under the "Homework" icon on our WebCT site you can find detailed information on how to obtain an access code, install the software, and register your certifications. Required homework lessons, their due dates and the textbook reference for each lesson are listed on page 5.

NOTE: The Hawkes Systems software is **not** a substitute for either class attendance/participation or for reading the textbook. It is a supplement that prepares you well for computational problems.

If you experience any technical problems with your homework, you should call Hawkes Systems at 1-843-571-2825 or 1-800-426-9538 or go to [www.hawkeslearning.com](http://www.hawkeslearning.com) and choose *support request* from their menu. Do not email me with technical questions – all I can do is refer you to Hawkes! Save time and go to them first!

## GETTING CREDIT FOR (CERTIFYING) YOUR ASSIGNMENTS

**IMPORTANT:** You will receive credit for certifying in a lesson only if your certification code is uploaded to my gradebook – no other form of certification is accepted.

You will be doing your homework in the **Certify** mode of the assigned lessons. Upon certifying in an assigned lesson, you will be given a **Certification Code**; it is validation that you completed your homework. *It is recommended that you print your Certification Code and save it to a floppy disk.*

*You will receive credit for completing the lesson only after the certification code is uploaded to my gradebook. Certification codes can be uploaded in two ways:*

- 1. AUTOMATIC CERTIFICATION UPLOAD:** If you do your HLS homework on a computer with Internet access, the certification code will automatically be uploaded to my gradebook once you have completed the lesson, assuming you have given the proper course identifier (UGABStat) when you install the software. Check at the Report Card link to be sure.
- 2. MANUAL CERTIFICATION UPLOAD:** Access the Internet. Go to [www.hawkeslearning.com/ugabstat](http://www.hawkeslearning.com/ugabstat) and log on using your Access Code. Click on the [Register a lesson certificate](#) link. Select the Lesson Name for the lesson in which you have certified. Enter your **Certification Code** and click OK.

To check your progress, select the [Report Card](#) link. This provides a list of all lessons in the software and your status for each assignment. A “(T)” signifies the lesson was certified on time, an “(L)” means it is late, and a “(B)” means you are temporarily barred.

To safeguard against students uploading programs to “crack” the access codes, you are automatically “barred” from trying to certify in a lesson after you have entered an incorrect code 10 times. If this happens, you will automatically be unbarred in about an hour. The Hawkes Systems tech support people can unbar you sooner with a phone call.

## Case Studies

- When you are writing your case studies, remember that your boss has given you this assignment. Your audience is him or her, your unit or group within the company, or a client. None of these people know as much statistics as you do. They may not know any statistics at all. They are relying on your expertise to solve the problem.
- Case studies should be no more than one or two pages in length (check the assignment). Yes, this is short, but you will lose most people's attention after about two pages. You need to be specific and direct, sticking to the most relevant information.
- Your report should start with a brief statement of the problem, what type of data is available and where the data came from.
- You must next establish your credibility and describe the method that you will use to solve the problem. Why did you choose that method? Is it a typical approach to problems of this kind, or are you breaking new ground? **Give a brief statistics lesson.** Without one, you will at most score an 87. Your audience needs to know that you did not pull your results from a hat or use a dartboard, but instead relied on recognized statistical techniques. The majority of your grade depends on this section.
- Present your results, using your chosen method and their data. Use graphs, etc. as appropriate.
- Make recommendations or conclusions. This is, after all, what they are paying you for.

### Grading Scale:

|    |   |
|----|---|
| 96 | Stands out very significantly from the others.  |
| 93 | Very good. Results and method are correct, report is above average, with one or more extras (perhaps intangible) that caught my eye.  |
| 90 | Good. Your results are correct, the method is correct, the report is solid, but something extra (perhaps intangible) caught my eye.   |
| 87 | Satisfactory. Your results are correct, the method is correct, the report is solid, you did what was asked. <b><i>An 87 is the most common grade I assign – but that could change under an onslaught of overwhelming quality!</i></b> |
| 84 | Satisfactory but with minor glitches or poorly phrased explanations.  |
| 81 | Something went wrong: e.g. results are wrong, inappropriate choice of method, very poor writing, missing section of report.   |
| 78 | Big whoops  |

| DAY AND DATE                    | TOPICS  | TEXTBOOK      | CASE STUDY          | HAWKES HOMEWORK    |
|---------------------------------|---|---------------|---------------------|--------------------|
| <i>Thursday, Jan. 8</i>         | Admin Stuff, Intro to Stats                         |               |                     | Read Garcia        |
| Tuesday, Jan. 13                | Graphical Description of Data                       | Chapter 1     |                     |                    |
| <i>Thursday, Jan. 15</i>        | Population vs. Sample, Central Tendency             | Chapters 2, 3 |                     | 2.1, 2.2b          |
| Tuesday, Jan. 20                | Variability   |               | <b>Case 2.3/3.3</b> | 2 pages            |
| <i>Thursday, Jan. 22</i>        | Relative Standing , Counting Rules                  | 4.1           |                     | 3.1, 3.2           |
| Tuesday, Jan. 27                | Probability, Probability Rules                      | 4.2           |                     | 3.4                |
| <i>Thursday, Jan. 29</i>        | Independence, Bivariate Distrib.                    |               | <b>Case 4.1</b>     | 1 page             |
| Tuesday, Feb. 3                 | Random Variables, Distributions                     | 5.1           |                     | 4.1, 4.2, 5.1      |
| <i>Thursday, Feb. 5</i>         | Binomial Distribution                               | 5.2           | <b>Case 5.2</b>     | 1 page             |
| Monday, Feb. 9                  |   |               |                     | 5.2                |
| <b>Tuesday, Feb. 10</b>         | ☺ <b>NO CLASS</b> ☺                                 | OH: 11-12:15  | 203 Caldwell        |                    |
| <i>Thursday, Feb. 12</i>        | Normal Distribution                                 | 6.1           |                     |                    |
| Tuesday, Feb. 17                | Sampling Dist. of Sample Mean                       | 7.1, 7.2, 7.3 |                     | 6.1, 6.2, 6.3, 6.4 |
| <i>Thursday, Feb. 19</i>        | CLT, Conf. Intervals: Means Determining Sample Size | 8.1, 8.2      | <b>Mercy Med</b>    | 1 page             |
| Tuesday, Feb. 24                | Conf. Intervals: Proportions                        | 8.3           |                     | 7.2, 7.3, 8.2      |
| <i>Thursday, Feb. 26</i>        | Hypothesis Testing                                  | 9.1, 9.2      |                     | 6.5, 8.3, 8.1      |
| Tuesday, Mar. 3                 | Lying with Statistics                               |               | <b>Case 7.1</b>     | 1 page             |
| <i>Thursday, Mar. 5</i>         | Case Study: Mercy Hospital                          |               |                     | 9.1, 9.4, 9.5      |
| Tuesday, Mar. 10                | ☺ <b>SPRING BREAK</b> ☺                             |               |                     |                    |
| <i>Thursday, Mar. 12</i>        | ☺ <b>SPRING BREAK</b> ☺                             |               |                     | 9.2, 9.3           |
| Tuesday, Mar. 17                | Chi-Square Tests                                    | 13.1, 13.2    | <b>Bricks</b>       | 1 page             |
| Wed., Mar. 18                   |   |               |                     | 9.9, 9.10          |
| <b><i>Thursday, Mar. 19</i></b> | <b>Vocab Quiz</b>                                   |               |                     |                    |
| Tuesday, Mar. 24                | Covariance, Correlation                             | 14.1          | <b>Case 9.2</b>     | 1 page             |
| <i>Thursday, Mar. 26</i>        | Simple Regression                                   | 14.2, 14.3    |                     | 11.1               |
| Tuesday, Mar. 31                | Multiple Regression                                 | 15.1          |                     | 11.2               |
| <i>Thursday, Apr. 2</i>         | Multiple Regression                                 |               |                     | 11.3               |
| Tuesday, Apr. 7                 | ☺ <b>NO CLASS</b> ☺                                 |               |                     | 11.4, 11.5         |
| <i>Thursday, Apr. 9</i>         | ☺ <b>NO CLASS</b> ☺                                 |               |                     |                    |
| Tuesday, Apr. 14                | Multiple Regression                                 |               | <b>Prob. 15.11</b>  | 2 pages            |
| <i>Thursday, Apr. 16</i>        | Multiple Regression                                 |               |                     |                    |
| Tuesday, Apr. 21                | Dummy Variables Multicollinearity                   | 15.2          |                     |                    |
| <b><i>Thursday, Apr. 23</i></b> | <b>Final Case</b>                                   |               | <b>Final Case</b>   | 3 pages            |
| Tuesday, Apr. 28                | Review for Final                                    |               |                     |                    |