Objectives of GenEd Program and STAT 0826:

GenEd is about making connections. GenEd classes draw connections between academic knowledge and current controversies. GenEd classes are designed to look at cutting edge issues from multiple perspectives. GenEd facilitates connections by stressing the development of eight skills and abilities rather than on content knowledge. The Program in General Education provides opportunities for students to engage in:

1. **Critical Thinking:** Think critically
2. **Contextualized Learning:** Understand historical and contemporary issues in context
3. **Interdisciplinary Thinking:** Understand and apply knowledge in and across disciplines
4. **Communication Skills:** Communicate effectively orally and in writing
5. **Scientific & Quantitative Reasoning** (primary function of STAT 0826) Within GenEd, students who exercise quantitative and scientific reasoning use and apply these reasoning processes to explain phenomena in the context of everyday life. Quantitative reasoning includes statistical and/or logical problem-solving, the relationships between quantities, and the use and misuse of quantitative data. Scientific reasoning introduces students to the evolution and interdependence of science and technology and includes problem identification, hypothesis evaluation, experimentation, interpretation of results and the use and misuse of scientific data.
6. **Civic Engagement:** Function as an engaged citizen in a diverse and globalized world
7. **Information Literacy:** Identify, access and evaluate sources of information
8. **Lifelong Learning:** Promote a lasting curiosity. GenEd cultivates these skills and abilities throughout the required undergraduate curriculum, and students will experience these ways of being through readings, discussions, activities, and classes throughout GenEd.

**STATISTICS IN THE NEWS (STAT 0826) Fulfills the Quantitative Literacy Area Requirement:**

GenEd Quantitative Literacy courses present mathematical thinking as a tool for solving everyday problems, and as a way of understanding how to represent aspects of a complex world. They are designed to prepare students as citizens and voters to have the ability to think critically about quantitative statements, to recognize when they are misleading or false, and to appreciate how they relate to significant social or political issues. While computation may be part a QL course, the primary focus is not computational skills.

**Quantitative Literacy courses are intended to teach students how to:**

- Understand quantitative models that describe real world phenomena and recognize their limitations;
- Perform simple mathematical computations associated with a quantitative model and make conclusions;
- Recognize, use, and appreciate mathematical thinking for solving problems of everyday life;
- Understand the various sources of uncertainty and error in empirical data;
- Retrieve, organize, and analyze data associated with a quantitative model; and
- Communicate logical arguments and their conclusions.

Minimum Grade: To successfully complete GenEd, students must earn a C- or better in each GenEd course.

Locating Courses: GenEd courses are identified as “08XX.” GenEd Honors courses are listed “09XX.”

**POLICY ON CLOSED GEN ED SECTIONS:**

Faculty have been informed by the Gen Ed Directors that students are not to be added to closed sections, to assure that optimal class sizes are maintained and not exceeded. Meanwhile, please monitor the registration information online frequently during Adds/Drops as seats often become available. Students must be officially enrolled in this course to attend, and students/others may not informally audit or “sit-in” on this class.
REQUIRED TEXT FOR STAT 0286: STATISTICS IN THE NEWS:
Students are encouraged to save money by buying a USED copy; there is no need to by a new copy! The same book is being used in all sections of this course.

STAT 0826 GRADING & COURSE POLICIES AND TENTATIVE SCHEDULE:
Course Grades are based on the following Components:
- Three equally weighted Exams worth 85% of course grade
- The first 2 exams are given as mid-terms; the third exam is given during finals week.
- Sixteen homework assignments, each 1 ½ to 2 pages (minimum) typed in length, equally weighted and worth 15% of course grade; detailed instructions, guidelines, and due dates are shown in a separate handout entitled, “Homework Assignments & Guidelines,” available in BlackBoard.
- Class Attendance is required; course grade deductions for excessive absences (see below)
- Extra Credit: Bonus EC Questions are available on each exam. Other EC opportunities, including extra credit homework, are also available during the semester. Students may not ask for individualized EC that is not also available to the entire class.

EXAM POLICY: The tentative exam schedule is shown below. Students will receive a grade of zero for missed exams unless I am notified via email (robert.pred@temple.edu) within 24 hours and the medical/family emergency can be formally documented to my satisfaction. Make-ups for missed exams are given solely at the discretion of the instructor, and documentation must be satisfactory to be considered for a make-up. There is absolutely no possibility for retaking exams as this is unfair to all the other students who would not be given the same opportunity. Exam dates are indicated in the course syllabus. Students who cannot make one or more of the posted exam dates may need to enroll in a section offered by a different instructor with different exam dates. Students must complete all exams in the section in which they are enrolled; students may not “sit in” on another section offered by the same instructor. Missing the Final Exam results in an automatic Final Exam grade of “Zero.” No students may take the Final Exam at any other time than the officially scheduled date and time. Students should please see me immediately with any questions about this or any of the policies stated on the course syllabus. Students who complete their exams with the Disability Resources Services (DRS) office need to make arrangements several days in advance of the exam with forms from the DRS office that are completed by the professor.

Tentative Exam Schedule:
Exams are multiple choice format; students may bring their own formula sheets (one page, both sides) so no memorization of formulas is required; the primary emphasis on exams includes definitions, concepts, interpretation, & applications: plus calculations. Exams are based on all information assigned in the text, discussed and presented in class lectures, required and supplemental readings posted in

1 Any changes to dates for Exams, Homeworks, etc., will be announced in class and/or via TUmail/BlackBoard.
Instructor: Robert Pred, Ph.D., STAT 0826: Statistics in the News page 3 of 7

BlackBoard, and homework. Completing the homework is very helpful but is NOT sufficient preparation for exams. Students must take exams in the class section in which they are officially enrolled; students may not sit in on another section. Bring a calculator to each exam; the instructor does not have extras (students may NOT use cell phone)

<table>
<thead>
<tr>
<th>All are Multiple Choice Exams</th>
<th>Tentative Exam Dates (all given in regular classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (given as midterm)</td>
<td>Tuesday, February 26</td>
</tr>
<tr>
<td>Exam 2 (given as midterm)</td>
<td>Tuesday, April 9</td>
</tr>
<tr>
<td>Exam 3 (given during finals week)</td>
<td>Thursday May 9, @ 8:00 – 10:00 a.m.</td>
</tr>
</tbody>
</table>

Please do not ask to reschedule the final exam for any reason; all students must take the final exam as scheduled. Missing the Final Exam results in automatic Final Exam grade of “Zero.” Students must attend the Final Exam scheduled for their own section according to the official Temple University examination schedule.”

IMPORTANT: Grade distributions for exams and homework will be posted online. It is the students’ responsibility to compare their graded work to grades posted. Any questions about the recording of Grades must be brought to the attention of the instructor and resolved by the last class day of the semester for consideration. Emails sent regarding posted scores after the last day of class cannot be considered.

Calculators may be used on Exams, but NOT those found in Cell Phones, netbooks, and other handheld WIFI, bluetooth, wireless, and any other digital devices; THESE ARE ALL (PROHIBITED) during exams. CELL PHONES SHOULD BE TURNED OFF, NOT ON SILENT, DURING CLASS. ANY STUDENT LOOKING AT THEIR PHONE DURING AN EXAM WILL BE ASSUMED TO BE CHEATING VIA TEXTING, AND WILL RECEIVE A GRADE OF ZERO ON THE EXAM.

CHANGE OF COURSE GRADE: Under no circumstances will a course grade be changed by accepting additional work from a student or allowing the student to make-up, retake exams and/or resubmit homework assignments after the final examination period and/or grades are submitted to TU Registrar, in order to raise the overall grade. Pleading, begging, or arguing for 2nd chances after grades have been submitted will not be successful, as this behavior is unprofessional and inappropriate, and is absolutely unwelcome. If one student were to receive a “break” or “special consideration,” then it would be unfair to every other student in the class who did not also receive the same opportunity. Requests for “special consideration” will be forwarded and reported to the Dean’s Office. Students’ course grades are based exclusively upon performance on homework, quizzes, and exams; course grades are NOT based on a students’ perceived degree of effort, or their potential, it is performance, not effort, which is measured.

CLASS ATTENDANCE AND ON-TIME ARRIVAL: Attendance is required, and students are expected to arrive on-time. Students who will be unable to arrive on time should register for a section offered at a more convenient time. Attendance is taken at the beginning of class. Students who are not in their assigned seat at that time will be counted absent without exception. Students who miss class are responsible for making arrangements to obtain missed class notes from another student. Depending on your class format, you have a number of “excused” absences up to a specific number, after which there will be a course grade penalty:
- For 4-credit hour classes meeting two times per week (TR), students have up to four (4) automatically excused absences; the fifth (5th) absence results in a 5% course grade penalty, and a 1% course grade penalty for every class absence thereafter. Arriving late and/or leaving early results in a class absence. There is no formal policy for “excused” absences for class meetings; only for missed exams. If a class is missed, the student is responsible for making arrangements to obtain missed class notes from a classmate. Students are expected to attend in full, the entire scheduled time for each class; leaving early, just as arriving late, will be counted as an absence. Just as it is expected in employment settings, students are expected to arrive on time for class. When students arrive late and disrupt an ongoing class, he/she shows disrespect toward other students and the professor. Students who must arrive late, should find a seat that is least disruptive, and get settled quickly and quietly. Again, students arriving late are counted absent if not in their seats when attendance is taken. Please make travel arrangements to arrive to class in time.

CLASSROOM ETIQUETTE, ELECTRONIC DEVICES, AND ASSIGNED SEATING

Seats are not exactly “assigned,” but the 2nd week of classes, we will simply record the seats students have chosen, and that will become students’ “assigned” seat. Assigned Seating is used for all class meetings and
Use of Cell Phones/SmartPhones and other WiFi enabled digital communication and texting devices are strictly prohibited during class; all electronic devices should be turned “off” (not on silent/vibrate) during class to avoid disturbing the lecture and distracting the class. Use of TEXTING devices of any kind are strictly prohibited during all classes; students cannot take notes, process the information, and contribute to class discussions while they are also monitoring and/or sending text communications. Students found texting during exams will receive a grade of “zero” on that exam because texting is a known method of cheating during exams. Casual talking during class is discouraged and interferes with the learning process. Students who continue casual conversation will be moved. Students who fail to follow classroom protocol regarding electronic devices (phones, PDAs, etc.) will be asked to leave the classroom. Students who are otherwise disruptive, will be moved, and, if disruptive behavior persists, will be asked to leave the classroom, and will be reported to the FOX Dean of Undergraduate Programs. Students who are feeling discouraged are most welcome to schedule an office visit with me to receive assistance and/or encouragement (pep-talk).

**POLICY FOR IN-CLASS USE OF LAPTOPS:**
Students are encouraged to use laptops/tablets as note-taking devices. Students who are found to be using their laptops(etc.) for reasons other than participating in the classroom activity will lose their privilege of in-class use of PCs. I encourage students to bring their Laptops so they can download class note templates from BlackBoard.

### COURSE GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>.95-1.00</td>
</tr>
<tr>
<td>A-</td>
<td>.90-.94</td>
</tr>
<tr>
<td>B+</td>
<td>.87-.89</td>
</tr>
<tr>
<td>B</td>
<td>.83-.86</td>
</tr>
<tr>
<td>B-</td>
<td>.80-.82</td>
</tr>
<tr>
<td>C+</td>
<td>.77-.79</td>
</tr>
<tr>
<td>C</td>
<td>.73-.76</td>
</tr>
<tr>
<td>C-</td>
<td>.70-.72</td>
</tr>
<tr>
<td>D+</td>
<td>.67-.69</td>
</tr>
<tr>
<td>D</td>
<td>.63-.66</td>
</tr>
<tr>
<td>D-</td>
<td>.60-.62</td>
</tr>
<tr>
<td>F</td>
<td>.59 &amp; below</td>
</tr>
</tbody>
</table>

Rounding examples:
- .695 rounds to .70
- .694 rounds to .69

### Tentative Schedule: Chapters and Topics Covered (any changes announced in class/online)

Chapter 1: The Benefits and Risks of Using Statistics
Chapter 2: Reading The News
Chapter 3: Measurements, Mistakes, and Misunderstandings:
Chapter 4: How to Get a Good Sample:
Chapter 7: Summarizing and Displaying Measurement Data
Chapter 8: Bell-Shaped Curves and Other Shapes

**EXAM #1: GIVEN IN CLASS AS MIDTERM EXAM**
Chapter 5: Experiments and Observational Studies
Chapter 17: Psychological Influences on Personal Probability
Chapter 18: When Intuition Differs from Relative Frequency
Chapter 20: Estimating Proportions with Confidence
Chapter 21: The role of Confidence Intervals in Research

**EXAM #2: GIVEN IN CLASS AS MIDTERM EXAM**
Chapter 22: Rejecting Chance: Testing Hypotheses in Research
Chapter 24: Significance, Importance, and Undetected Differences
Chapter 10: Relationships Between Measurement Variables
Chapter 11: Relationships Can be Deceiving
Chapter 13: Statistical Significance for 2 X 2 Tables

**EXAM #3: GIVEN DURING FINALS WEEK IN REGULAR CLASSROOM**
**ENROLLMENT:** Only students who are formally registered for this course may attend. Students may not informally audit (i.e., “sit-in”). There is a maximum enrollment established by the Dean’s Office. It is recommended that you access OwlNet frequently during the first week of classes to see whether any seats become “OPEN.” The size of the actual lecture hall is irrelevant to enrollment; class size is capped to maintain course quality. Students who officially “Drop,” or “Withdraw” from this course may not informally audit (i.e., “sit-in” on) classes once they are no longer enrolled. Students who pre-register for a course, but lose their registration for financial reasons are requested to clear their financial obligations before they can return to class. This is the official guideline of Temple University’s Office of the Registrar.

**BlackBoard & BlackBoard Enrollment** does not indicate you are actually enrolled or “registered” in the course. Students not officially registered will be un-enrolled from the course BlackBoard website. Your instructor will be distributing a great deal of important information via BBOARD, such as grades, scores, and announcements. The use of BlackBoard/TUMAIL is required of all students. Only student email written with TUmail will be read as a security precaution.

**DROPPING AND WITHDRAWAL PROCEDURES:** If you decide to withdraw from this course, you must see your Academic Advisor who will sign the form for you. Instructors are no longer required to sign your withdrawal forms. See online information and/or your advisor for more information. Students are responsible for meeting all Temple deadlines.

**INCOMPLETES** require approval of Department Chair and the School of Business Dean, and require that the student has completed the majority of the work of the course at a passing level, but whose satisfactorily documented circumstances justify consideration. Incompletes will not be granted to students who miss the Final Exam.

**Course Preparation:** Students learn statistics best by actively doing problems themselves. Watching problems being solved during class is a “passive” learning process, and for most, will not prepare them to succeed on exams. The value of completing assignments is that you will learn the material and will likely perform better on the exams. A rule-of-thumb, is that students should spend three hours of study per credit hour for each course. During 15-week long Fall and Spring semesters, this means students should spend a minimum of 9-10 hours weekly per class, beginning with the very first week of classes. During 6-week long Summer sessions, the weekly requirement must therefore be more than doubled. A commitment of less than this amount of time will result in unsatisfactory grades, and possibly a failing grade. For most students, it will be a serious mistake to think that success is attainable with less time. Distribute your study time across days of the week, instead of cramming on the weekends.

**CHEATING AND OTHER UNCIVIL CLASSROOM BEHAVIOR:** Cheating and other uncivil classroom behavior will not be tolerated, and will be handled according to Temple Policy. Uncivil behavior includes rudeness, unnecessary talking in class, and any other undesirable behavior. Please report any such behaviors to your instructor as others’ cheating negatively impacts your own grade, and uncivil behavior reduces the quality of the classroom learning environment we all expect and deserve. Your report of any activity will be kept strictly confidential. Reading newspapers, reading textbooks from other courses, listening to music with earphones/earbuds, and text messaging are all prohibited. If you have other things you would rather be doing, your instructor, and your classmates would rather you did them outside of class.

**The Computer Services Help Desk:**
The Computer Services Help Desk is located on the first floor of the TECH Center at 12th and Montgomery.

Temple students, faculty, and staff are invited to use the facility. Phone: 215-204-8000.

**Math & Sciences Resource Center (MSRC)** 215-204-8466; Tumail: MSRC@temple.edu

MSRC is relocated at 1810 Liacouras Walk, Room 201; phone: 215-204-8466)

http://www.temple.edu/MSRC/HoursOfOperation.html

**Disability Resources & Services (DRS) Office**
drs@temple.edu 100 Ritter Annex (004-00) 1301 Cecil B. Moore Avenue Philadelphia, PA 19122 215-204-1280 (Voice) 215-204-6794 (Fax) 215-204-1786 (TTY) http://www.temple.edu/disability

**Disability Statement:** Any student who has need of accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Temple University’s Disability Resources and Services (DRS) office at 215-204-1280 at 100 Ritter Annex to coordinate accommodations for students with documented disabilities. Please contact your instructor and the DRS within the first week of class, at the beginning of the semester. DRS will establish your needs, and make necessary
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arrangements with faculty. If you choose not contact DRS, and have difficulty, you will be unable to receive accommodations retroactively, once exams are completed and/or course grades are submitted. Such decisions are made jointly between the DRS office and the instructor, at their discretion based on circumstances.

**Important Procedure:** DRS requests that students schedule an appointment to take all exams and quizzes 3 or more days in advance of the assessment. Students who do not provide DRS with ample advance notice may find DRS is over-booked.

**Tuttleman Counseling Services**
If you are experiencing personal or family adjustment issues, depression and/or anxiety (etc.) please contact http://www.temple.edu/studentaffairs/counseling/
1810 Liacouras Walk (5th floor), Philadelphia, PA 19122; Telephone: (215) 204-7276

**Hours for Main Campus:** Mon - Fri, 8:30 AM TO 5:00 PM
**Walk-In Clinic:** Mon, Tues, Thurs, Fri, 10 AM to 1:30 PM; Wed, 9 am - 12 noon
For information about services at the Ambler and Health Sciences campus, please call (215) 204-7276.

**Temple’s Policy on Student and Faculty Academic Rights and Responsibilities:**
The URL address/hyperlink for this policy is listed below so that you may read it in its entirety. The policy has already been posted in the undergraduate and graduate bulletins on line. Other communications to the University community are forthcoming. The new policy indicates that the freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02. You are encouraged to read the policy in its entirety.

**RECOMMENDED STUDY STRATEGIES (Also see Top Ten List of Study Strategy Files):**

**Learning Resources:** Attend Instructor office hours; Attend Peer Teacher Sessions and optional Exam Review sessions; use free tutoring at the Math & Sciences Resources in Curtis Hall; private tutors are also a helpful option.

**TABLET PC Lecture Notes:** Everything the professor writes during class will be posted online.

**Use Class Capture When Available:** A limited number of classrooms are set up for “Class Capture” which is a video+audio capture of the lecture. These are posted in BlackBoard within 10 minutes after each lecture.

This is excellent to review material, or to review material missed to absence.

**Share class notes** with classmates for more detailed and complete notes.

**Rewrite class notes** as soon as possible. This will reinforce your understanding of the material, and identify weaknesses in your understanding.

**Study with classmate(s)** and teach/test one another. Working in groups may lessen students’ anxiety.

**Manage your time:** Three credit courses require about 12 hours study or more per week during the regular academic semesters. If your work schedule or other obligations prohibits you from devoting sufficient time to your courses, you might consider reducing your course load, work hours, expectations for a grade, or some combination of the three.

**Prepare for Class:** Do homework exercises before the class in which they are due. Rework them multiple times as needed to reinforce the concepts and as preparation for exams. Only after you can “easily” complete, and interpret an exercise have you mastered that learning unit. If you hesitate and must refer to the text and/or class notes to solve exercises, you are not prepared for the exam.

**Prepare for Exams by Self-testing:** Self-testing is the key to exam preparation and is the only way to assess exam readiness. Exams test your understanding and ability to apply concepts. Exams are designed to be challenging learning experiences, and leave a well-prepared student feeling positive about his/her performance on the exam.

**Academic Calendar and Final Examination Calendar for Spring 2013**

<table>
<thead>
<tr>
<th>Day Classes Meeting (4 credit courses)</th>
<th>Examination Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:10  M W F  Monday</td>
<td>5/13</td>
</tr>
<tr>
<td>9:20-10:30 M W F  Friday</td>
<td>5/10</td>
</tr>
<tr>
<td>10:40-11:50 M W F  Friday</td>
<td>5/10</td>
</tr>
<tr>
<td>12:00-1:10 M W F  Monday</td>
<td>5/13</td>
</tr>
<tr>
<td>Time</td>
<td>Days</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>1:20-2:30</td>
<td>MWF</td>
</tr>
<tr>
<td>2:40-3:50</td>
<td>MWF</td>
</tr>
<tr>
<td>4:00-5:10</td>
<td>MWF</td>
</tr>
<tr>
<td>8:00-9:40</td>
<td>TR</td>
</tr>
<tr>
<td>9:50-11:30</td>
<td>TR</td>
</tr>
<tr>
<td>11:40-1:20</td>
<td>TR</td>
</tr>
<tr>
<td>1:30-3:10</td>
<td>TR</td>
</tr>
<tr>
<td>3:30-5:10</td>
<td>TR</td>
</tr>
</tbody>
</table>

### Spring 2013

- **Weds, January 2**: Spring 2013 Winter Intersession (XWI) classes begin
- **Fri, January 4**: Last day to drop an XWI course
- **Mon, January 14**: Last day to withdraw from an XWI course
- **Tues, January 15**: Final grading for XWI begins
- **Mon, January 21**: XWI classes end
- **Tues, January 22**: Spring 2013 classes begin
- **Weds, January 23**: Final grading for XWI suspended
- **Fri, January 25**: Diploma Date
- **Mon, February 4**: Last day to drop a Spring 2013 course
- **Sun, March 10**: Spring recess
- **Sun, March 17**: Last day to withdraw from a course
- **Weds, March 27**: Registration begins (Summer 2013 sessions)
- **Weds, March 27**: Final grading for Spring 2013 begins, resumes for XWI
- **Weds, April 3**: Registration begins (Fall 2013 semester)
- **Mon, May 6**: Classes end
- **Tues, May 7**: Study days
- **Weds, May 8**: Final examinations
- **Thurs, May 9**: Commencement
- **Weds, May 15**: Final grading for Spring 2013 and XWI ends
- **Mon, May 20 at 5:00PM**: Final grading for Spring 2013 and XWI ends