

MAT 1140

Introduction to Statistics

Spring 2009, 3 credits

Prince George's Community College

Department of Mathematics

<p>Online Course Format January 22 –May 13, 2009 Section DL01, 06181 Instructor: Andy D. Jones</p>
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Course Description: This course will address basic statistical concepts and their applications in a variety of fields. Topics include classification of data, probability, frequency and probability distributions, confidence intervals, tests of significance, and simple linear regression and correlation. Credit will not be awarded for both MAT 1140 and MAT 1160.

Prerequisites: Satisfactory math placement score, or C or better in MAT 1040 *Intermediate Algebra*

Expected Course Outcomes: (as taken from the *Master Course Syllabus*, Summer 2007.)

Upon successful completion of this course, the student will be able to

1. Construct graphs including histograms and box-plots.
2. Compute measures of expectation and variation for populations and samples.
3. Compute probability measures including independent and dependent events.
4. Perform calculations finding probability using discrete and continuous distributions of probability.
5. Perform calculations to estimate parameters using confidence intervals based on the normal distribution, t-distribution, and binomial distribution.
6. Perform hypothesis tests involving a single sample mean and single sample proportion based on the normal distribution, t-distribution, and the binomial distribution.
7. Perform hypothesis tests involving two sample means and two sample proportions based on the normal distribution, t-distribution, and the binomial distribution.
8. Perform hypothesis tests involving the independence of variables using the chi-square distribution.
9. Construct linear regression models and correlation coefficients from datasets.

Instructor Contact Information:

Name: Andy D. Jones, Associate Professor

Office: Marlboro Hall 3042

Mailing Address: Department of Mathematics
Prince George's Community College
301 Largo Road
Largo, Maryland 20774

Email Address: JonesAD@pgcc.edu - To facilitate email communication with me, include the code **CCGP07** in the subject line of emails to me. (The code allows legitimate email messages but stops SPAM from entering the PGCC network.)

Personal Webpage: <http://academic.pgcc.edu/~ajones>

Phone: Office: (301) 322-0450. Department of Mathematics: (301) 322-0421.
Please leave a message on my voicemail, and I will return your call as soon as possible.
Speak clearly and slowly when you leave your message. Remember to state your name and phone number, preferably twice.

Office Hours:

Tuesdays 11:00 a.m. – 12:00 p.m.	Wednesdays 3:00 – 5:00 p.m.	other times by appointment
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Required Materials:

Textbook

Aliaga, Martha and Brenda Gunderson. *Interactive Statistics*, 3rd edition. Pearson Prentice Hall, 2006. ISBN: 0-13-149756-1

Calculator

A significant portion of coursework (both assignments and exams) will require the use of a graphing calculator with statistical functions. Buy or borrow a calculator as soon as possible and learn how to use it. In-class instruction on the basic use of the calculator will be minimal and will concentrate on the statistical applications. Sharing calculators during exams is absolutely not permitted. The Texas Instruments TI-83, TI-83 Plus or TI-84 graphing calculator is highly recommended and will be used in the classroom for demonstration purposes.

Blackboard

This online course will use a web-based course delivery program called Blackboard. It serves as the college's online classroom. You will use Blackboard to communicate with your instructor, to see your course materials, to submit assignments and to discuss course ideas with your classmates. If you have never logged into Blackboard, you can find instructions on page 9 of this syllabus.

Computer

Computer/internet access and mastery of basic computer skills are considered to be the student's responsibility. The hardware and software requirements for taking an online course (as suggested by the Office of Distance Learning) include

- **Computer:** Pentium-class or MAC computer with at least 128 MB RAM
- **Internet connection:** Dial-up 56K modem. Broadband (DSL, Cable-modem, Satellite) is highly recommended.
- **Internet Service Provider (ISP):** Examples: AOL, Verizon, MSN, NetZero, etc.
- **Email:** Your own personal email address; This is available free through sources such as Yahoo, Hotmail, and Gmail.
- **Web Browser:** Internet Explorer 6.0 (or higher), Firefox 1.5 (or higher), or Safari 1.2 (or higher)
- **Software:** Word Processing software (Microsoft Word is the college standard); PowerPoint (to view instructor presentations); Adobe Reader (to view "pdf" files).
- It is also suggested that you have access to a printer.

Important Dates:

Spring 2009 Semester	
Classes begin	Thursday, January 22
Last Day to Drop with Refund	Thursday, January 29
No Face-to-Face classes – College closed – Presidents' Day	Monday, February 16
Last day to apply for spring graduation	Tuesday, February 17
No Face-to-Face classes – College closed – Spring Break	Monday-Sunday, April 6-12
Last day to withdraw from full semester classes	Friday, April 17
Final Exam period/last week	Thursday-Wednesday, May 7-13
Commencement	Thursday, May 21

Summer and Fall 2009 Registration	
Advance registration for summer 2009	Tuesday-Friday, April 14-17
Begin open registration for summer 2009	Monday, April 20
Advance registration for fall 2009	Monday-Friday, April 27-May 1
Begin open registration for fall 2009	Monday, May 4

Course Grading Policy:

<p>Discussion Board Postings 5%</p>	<p>During various weeks there will be a discussion question posted on the Discussion Board. You are to respond to the question in a thoughtful way by beginning a new thread. These questions may ask you to explore additional online resources or to comment on something from the textbook. In addition, for each posted question, you must respond to at least two other posts made by your coursemates. A rubric of how your Discussion Board participation will be assessed can be found in the Communications Policy folder in the Syllabus area. Responses for each assigned question are scored out of 10 points. You may expect 8 of these throughout the course.</p>
<p>Quizzes 15%</p>	<p>Typically at the end of each week, I will assign a quiz to be taken online. For these quizzes, you may use your textbook and notes. These quizzes will consist of concepts and types of problems already covered in Powerpoint lectures, readings, and other assignments. These quizzes will help you prepare for the major exams. You may take each quiz only once. Make sure you complete the quizzes by the deadline as these quizzes cannot be made up. Once you complete the quiz, you will immediately see your grade with feedback to help you understand why your answers were incorrect, if any were. You may expect 15 of them, each scored as 15 points.</p>
<p>Problem Sets 15%</p>	<p>Almost each week there will be problem set for you to submit. These problem sets may include a few representative problems from the chapter that I ask you to complete. These problems are very representative of the expectations for the exams. These problem sets will be graded as and returned to you with corrections. You may access your graded problem sets and my feedback by clicking the grade of the assignment in the gradebook. There will be approximately 12 of these problem sets worth 15 points each.</p>
<p>Exams 40%</p>	<p>There will be four major exams given throughout the course. These exams will be administered on campus during an open window of time by Student Assessment Services, Bladen 100. You must come to campus to take your exams. These major exams will assess your knowledge of a limited number of topics covered in Blocks 1, 2, 3, and 4. The exams will be scored out of a possible 100 points each. *</p> <ul style="list-style-type: none">• Exam #1: Logic of Statistical Testing and Sampling (Chapters 1 and 2)• Exam #2: Describing Data Graphically and Numerically and Population Models (Chapters 4, 5, and 6)• Exam #3: Probability and Sampling Distributions (Chapters 7 and 8)• Exam #4: Confidence Intervals and Hypothesis Testing for Proportions and Means (Chapters 9, 10, and 11) <p>*Your lowest exam score will be replaced by your final exam percentage, if your final exam score is higher. See Late Assignment, Make Up, and Extra Credit Policy.</p>
<p>Final Exam 25%</p>	<p>The final exam will be comprehensive and measure the expected learning outcomes for the whole course.</p> <ul style="list-style-type: none">• Final Exam: Linear Regression and Chi-Square (Chapters 13 and 14) and Comprehensive

Your semester grade is determined using weighted scores in each of these categories, not total points. (**Note: We will learn how to calculate a weighted average during this semester!**)

In short, the formula used to compute your weighted average is

Weighted average = (5% x percentage of Discussion Board Points obtained) + (15% x percentage of Quiz points obtained) + (15% x percentage of Problem Set points obtained) + (40% x percentage of Exam points obtained) + (25% x percentage of Final Exam points obtained)

A	B	C	D	F
90% and above	80% to 89%	70% - 79%	60% - 69%	59% and below
<i>Superior work far above peers; sets the standard in understanding, insight, or skill.</i>	<i>High quality, solid work; clearly reflects a high level of understanding, insight, or skill.</i>	<i>Competent, adequate work and readiness to continue further mathematical study.</i>	<i>Low quality work showing minimal understanding; indicates un readiness to continue in the sequence.</i>	<i>Representative of work clearly inadequate and unworthy of credit.</i>

The instructor reserves the right to make corrections to incorrect grades and discrepancies in grade calculations displayed in Blackboard's gradebook. Course grades will be assigned based on the procedure above. The instructor's gradebook is the official gradebook.

Policies

Code of Conduct: The Prince George's Community College Code of Conduct defines the rights and responsibilities of students and establishes a system of procedures for dealing with students charged with violations of the code and other rules and regulations of the college. A student enrolling in the college assumes an obligation to conduct himself/herself in a manner compatible with the college's function as an educational institution. Refer to the 2008-2009 Student Handbook, beginning on page 49, for a complete explanation of the Code of Conduct, including the Code of Academic Integrity and the procedure for dealing with disruptive student behavior.

Academic Integrity: The College is an institution of higher learning that holds academic integrity as its highest principle. In the pursuit of knowledge, the college community expects that all students, faculty, and staff will share responsibility for adhering to the values of honesty and unquestionable integrity. To support a community committed to academic achievement and scholarship, the Code of Academic Integrity advances the principle of honest representation in the work that is produced by students seeking to engage fully in the learning process. The complete text of the Code of Academic Integrity is in the 2008-2009 *Student Handbook* (pages 50-53) and posted on the college's website. All charges of academic dishonesty will be taken seriously. This includes cheating or copying on exams and quizzes, submitting another's out-of-class work as your own, and plagiarizing from sources such as books, magazines, and the internet. Students who engage in academic dishonesty will receive a failing grade of zero for that particular assignment. Any repeated incident will result in a course grade of "F." **I take academic dishonesty seriously!**

Late Assignments, Make-ups, and Extra Credit:

- Due to the nature of an online course, you have a large degree of freedom to decide when you want to complete problem sets, quizzes, and other assignments. I have also given you a very generous window of time to complete assignments (always at least one week). Therefore, I generally will not accept late assignments. Exceptions to this policy are granted only in extenuating circumstances, and in these cases, the request for an extension must be made ***in advance of the due date.***
- There are no make-ups for exams. You have one complete business week to take each exam and these are already scheduled for the entire semester (see **Course Outline**). I encourage you to take all exams. If, for some reason, you cannot take an exam, the percentage you earn on the comprehensive final exam will be substituted for the missing exam at the end of the semester. For those students who do take all exams, the lowest score among the four exams will be replaced by the percentage earned on the comprehensive final exam (provided that the final exam is higher.)
- There is no extra credit available in this course.

Online Course Procedures

Although an online course provides flexibility, it is also important to realize that there are procedures and deadlines that occur just as in a face-to-face classroom situation. It is a good idea to develop certain habits and procedures so that you will be able to meet all deadlines and finish the course successfully.

1. **Log into Blackboard regularly.** I suggest logging in very frequently (at least every other day) to check for announcements, emails, postings, due dates, responses to Discussion Board postings, and assignments. Because everything is posted at least a week in advance, there is no excuse for being unaware of an assignment.
2. **At the beginning of each week, check the [Assignments](#) tab so you can see what will be due that week.** All assignments and tasks will be due on the Monday (at midnight) following the week for which they were assigned. For example, all tasks assigned during Week 2 will be due on Monday of Week 3. Make sure you meet the deadlines for all assignments. Blackboard will provide me a time and data stamp of when you actually submitted the items. Late assignments or quizzes will not be accepted. Make sure all assignments are completed during the week so you will not fall behind. It is hard to catch up!
3. **Typically, there will be six types of assignments:**
 - **Read from the textbook:** It is imperative that you complete all these assigned readings. Without an instructor in front of you, the textbook will be your source of information. The textbook we are using is interactive. By that, I mean that you will read a few paragraphs and then be asked to complete a *Let's Do It* problem. You should read actively with a pencil, calculator, and paper in front of you, stopping to do to the indicated problem as indicated. I have provided detailed solutions for all *Let's Do It* problems in the [Content by Chapter](#) tab.
 - **View provided materials.** Powerpoint slides, videos, and applets will be linked to enhance the textbook discussion. These will generally be found in the [Content by Chapter](#) area.
 - **Work suggested practice problems from the textbook.** These problems are for you to use as practice. ***I will not collect these.*** I have provided detailed solutions for all textbook problems in the [Content by Chapter](#) tab. These practice problems will be excellent examples of test questions.
 - **Respond to any Discussion Board question that I may have posted.** Also make sure you reply to **at least** two other student responses. Don't wait until the last minute to do this. It is difficult to have a discussion if everyone logs in 10 minutes before the deadline.
 - **Check for the Problem Sets that are due.** Typically, every week there will be a problem or short collection of problems that you will complete and submit for points. All problem sets will be graded for correctness. They will be returned to you with feedback. You may access your graded paper and feedback by clicking the grade of the assignment in your gradebook.
 - **Finally, take the Chapter Quiz.** Typically you will take a short online quiz as we complete each week. These quizzes are open-book, open-note quizzes. However, you may take them only once. They will be graded and you will receive immediate feedback on any questions you miss.
4. **As you focus on what is due from week to week, keep in mind that exams will be looming in the future.** You can see the testing schedule in the **Course Outline** under the [Syllabus](#) tab. After each content block is covered, an exam will be made available in the Student Testing Center on the Largo Campus. You will have one week to take the exam on that content block. Please note, however, that the course will proceed with new material so it is important that you schedule your study time wisely and in advance.
5. **By all means, please feel free to ask questions of me or your classmates when you are stumped or unclear about something.** I truly want this to be a community of learners. You may ask me a question in **Professor J's Virtual Office** on the [Discussion Board](#) or ask for suggestions from your classmates in **Lounge 1140**. I prefer that all content questions be directed to the Discussion Board so that everyone in the course will have the benefit of your question. Of course, any question of a personal nature should be directed to me in a more private way - either through email, phone call, or office visit.

Instructor Contact:

The best (and usually fastest) way to reach me is through email or on the Discussion Board. I will usually respond to email and phone messages within 24 hours except on weekends. I ask that all course content questions be directed to Professor J's Virtual Office on the Discussion Board so that all students in the course may benefit from your question and my answer. Obviously, all questions of a personal nature should be directed to me via email, phone call, or office visit.

Email: JonesAD@pgcc.edu

Phone: (301) 322-0450

Office Location: Marlboro Hall 3042

When emailing me, be sure you provide your full name, the course name, and reference number for which you are enrolled. Be sure to include the code CCGP07 in the subject line so that your email will bypass the college spam filter. An example email subject line is: James Smith, MAT 1140 - 9783, CCGP07.

Communication Policies and Netiquette:

Most of us have been socialized on how to act, how to react, and what constitutes acceptable behavior in a classroom. However, because this is the first online class you may have taken, it is important that everyone understands the social norms of an online classroom. This not only includes what I expect from you in terms of your participation and online behavior but also what you can expect from me in terms of assessing your participation and communication skills for this course.

Because a great deal of information is typically communicated through visual and audio cues such as body language and emphasis on words, it is important to remember that these cues will not be present in your written words. Therefore, it is extremely important that you be aware of the words and language you choose. You should also remember that expectations are different for electronic communication within a course and for electronic communication with your friends and family in emails and chatrooms.

I have formulated some general communication principles as well as some specific guidelines for the three individual types of communication primarily used in this course: discussion board, email, and written assignment submission. Read them carefully and try your best to honor this policy so that all participants will find the classroom dialog comfortable, enjoyable, and meaningful.

General Guidelines for all Written Communications:

- All responses should be in standard English and free of grammatical errors. **Use Spellcheck and correct capitalization procedures.**
- All responses should be in paragraph/short answer form and written in complete sentences.
- Remember that this is a college-level course and all writing should reflect your own scholarly work. Avoid plagiarism and be sure to cite any sources that you directly reference.
- Do not use abbreviations, smiley faces, or other emoticons that are acceptable in casual chatrooms and emails but that are unprofessional for this type of study.
- Please be sensitive to other participants in the course when responding to their comments and emails. If you do not agree with their conclusions, make your own counterargument in a professional manner without attacking the other participant personally. Profanity, harassment, and other inappropriate language is strictly prohibited.
- All assignments with due dates are due at midnight (Eastern time zone.) Assignments submitted after midnight will be considered late.

Posting on the Discussion Board: The online experience does not require synchronous meetings between students and instructor. That is, we are not required to be in the same place at the same time. Classroom discussions on various topics will be carried out in a forum called the **Discussion Board**.

- Throughout the semester I will post specific discussion questions on the **Discussion Board**. You are required to respond thoughtfully to each question I post by beginning a new thread.
- Make your responses thoughtful and scholarly after reading any previous posts and doing any indicated research or reading. Think things through before responding. Be open to the ideas and questions that others have.

Posting on the Discussion Board (cont.):

- To encourage dialog within the learning community, you will be required to respond to **at least two** other student replies for each question. You may wish to add to their response, disagree, or ask follow-up questions. Participate as much as possible in these group discussions. The whole group will benefit from open discussion and sharing of thoughts and ideas.
- As a general rule, responses to my question should be at four to five sentences long in short answer or paragraph form.
- In replying to other students, refrain from saying what has already been stated. Post comments that only add to the discussion. "I agree" or "Good point" are encouraging in face to face conversations but when the participants are trying to keep up with reading all of the postings, this can use up valuable time.
- You will be assessed on the content of your response as well as your communication skills such as grammar and spelling according to the assessment policy of this course. Each original response will be worth 6 points and each reply will count 2 points. Points will be deducted for not following the policies above (i.e. spelling and grammar) and for incomplete or irrelevant responses.
- Remember that the words and style of writing that you choose to use reflects on you as an individual and anything that you post on the Discussion Board will be visible for all participants to see.
- I generally read **all** responses and replies to the Discussion Board question within 48 hours and will sometimes provide feedback. Even if I do not reply to every response, be assured that I am reading your responses. Sometimes I will refrain from commenting so that the class discussion can flow naturally.
- Two standing **Discussion Board** forums will always be available for you to post questions and carry on conversations. **Professor J's Virtual Office** is a place you can post questions about statistics that you would like for me to address for the entire class. **Lounge 1140** is a forum for student discussions without intervention from me. I will generally respond to all questions asked in **Professor J's Virtual Office** within 24 hours, with the exception of weekends.

Sending Emails: Occasionally throughout the course, you may wish to correspond with other students or myself privately. When doing this, please follow these rules of email netiquette.

- You may send an email to anyone (or everyone) in our class from the **Communication** area.
- When emailing me, be sure you provide your full name, the course name, and reference number for which you are enrolled. Be sure to include the code CCGP07 in the subject line so that your email will bypass the college spam filter. An example email subject line is: James Smith, MAT 114 - 9783, CCGP07.
- It is always wise to use a professional email format and tone to any professor. Personal emails to family and friends may be informal and casual. Care should be used when constructing a professional correspondence.
- Avoid flagging messages as being of high importance if they aren't.
- Do not send emails outside the scope of this course (such as jokes, inspirational materials, or advertisements) to me or other course participants.
- Do not "reply to all" in your correspondence unless it is assigned. Participants won't want their mailboxes filled with emails that don't apply to them.
- You can generally expect a response to your email in less than 24 hours, with the exception of weekends.

Submitting Computer Tasks and Other Written Documents: Throughout the semester you will be assigned various problems, computer tasks, and other written exercises.

- All requested documents should be saved as Word documents so that I may open them at my desktop and make comments.
- Please submit assignments through the **View/Complete Assignment** function that you will see below the actual assignment. Save the file on your computer with a meaningful name that identifies the document's content and your name. Then browse your computer to submit the correct file.
- Cut and paste printouts and graphs from *Minitab* into a Word document. Then save the document for submission.
- Use appropriate mathematical symbols in all documents in Word:
 - You may include many math symbols through the INSERT menu in Word. Go to INSERT → SYMBOL and then choose the symbol.
 - A mathematical formula, expression, or equation may be easily obtained from the **INSERT** menu (Insert → Object → Microsoft Equation Editor.)
 - You may also find appropriate mathematical symbols in WebEQ on the Text toolbar when you post in the Discussion Board. You can see the menu of mathematical symbols by clicking "square root of x."

College Resources and Support Services:

Mathematics Learning Center: Various mathematical resources are available in the Mathematics Learning Center, operated by the Department of Mathematics. These resources include a computer lab, professional teaching journals, and small rooms for group study. Faculty and teaching staff are available for homework questions on a first-come first-served basis. Students needing in-depth tutoring should make an appointment with the Tutoring Center in Bladen Hall (see below).

Marlboro Hall Room 3104	301-583-5257	Mondays through Thursdays.: 9 am – 8 pm; Fridays: 9 am – 5 pm; Sat.: 9 am – 2 pm; Sun.: Closed
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Tutoring Center: I encourage you to get free math help from tutors in the Tutoring Center and Writing Centers. Students should go to the Tutoring Center early and familiarize themselves with the facilities and staff who work there. Appointments are required. Do not wait until the day before an exam because slots fill up fast. Visit the website for more information: <http://www.pgcc.edu/current/academicresources/tutoringwriting.aspx>

Bladen Hall Room 107	301-322-0748	Mon-Thurs.: 8:30 am – 8:30 pm Fri.: 8:30 am – 4:30 pm Sat.: 9 am – 3:30 pm
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Disability Support Services: Students requesting academic accommodations are required to contact the Disability Support Services Office (B-124) or call (301) 322-0838 (voice) or (301) 322-0122 (TTY) to establish eligibility for services and accommodations. Students with documented disabilities should discuss the matter privately with their instructors at the beginning of the semester and provide a copy of their Student/Faculty Accommodation Form. Accommodations cannot be provided until this form is provided.

Open Computer Labs: Computer access is available in the open computer labs in Bladen Hall Room 104 and High Technology Center Rooms 101 and 201, in addition to the Mathematics Learning Center in Marlboro Hall 3104.

Bladen Hall, Room 104	301-322-0999	Mon.-Thurs.: 8 am – 10 pm Fri.: 8 am – 5 pm Sat.: 9 am – 5 pm; Sun.: Closed
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High Technology Center, Rooms 101 & 201	301-322-0999	Mon. – Fri.: 8 am – 10 pm Sat.: Closed; Sun.: Closed
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Student Assessment Services Center (Testing Center): Students will take examinations in the Testing Center located in Bladen Hall, Room 100. Consult the web site <http://academic.pgcc.edu/sas/index.html> or call 301-322-0090 for hours, policies, and procedures. Note that students must always bring a photo ID and a quarter for locker rental when taking an exam. No additional students will be admitted for testing 30 minutes prior to the posted closing time. On the first Friday of every month during the spring semester, the Center closes at 2:30 pm with no admittance after 2:00 p.m.

Bladen Hall, Room 100	301-322-0090	Mon-Thurs.: 8:30 am – 8:30 pm Fri.: 8:30 am – 4:30 pm Sat.: 9 am – 3:30 pm
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Library: The Library provides a range of library and media services. Refer to the web site <http://www.pgcc.edu/current/academicresources/library.aspx> for more information about the services. Online library services, resources and tools are available for online students. You may access the online library resources at: <http://www-old.pgcc.edu/library/online.htm>.

Lanham Hall Room 112	301-322-0476	Mon-Thurs.: 8 am – 8 pm; Fri.: 8 am – 5 pm Sat.: 10 am – 3 pm; Sun.: Closed
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How to Log into Blackboard:

To log in to your Blackboard course, please follow these steps:

1. Go to the Prince George's Community College Blackboard web site, which is located at <http://pgcconline.blackboard.com>. NOTE: There is no "www" in the Blackboard address.
2. ALL STUDENTS must log in to Blackboard using their *myPGCC* account (this includes students who have used Blackboard in the past).
3. If you do not have a *myPGCC* account,
 - o Go **to** <http://my.pgcc.edu> to create a *myPGCC* account and receive the username and password you need to log in to Blackboard.
4. If you already have a *myPGCC* account,
 - o Go to <http://my.pgcc.edu> to reset your *myPGCC* password if you created a *myPGCC* account prior to summer 2005. You must change your password to access Blackboard.
5. Once you have your *myPGCC* account information, type it in the Blackboard login box at <http://pgcconline.blackboard.com>.
6. If your login is successful, you will see the Blackboard "Welcome" screen. In the box labeled "My Courses", you will see the course or a list of courses in which you are enrolled. Click on the course name to enter your Blackboard course.

Immediately change your Blackboard email address.

When information is downloaded into Blackboard from the college's database, your email address does not automatically download. The email address first posted in Blackboard is a generic address given to everyone. To ensure that your instructor can contact you by email, it is VERY important to change your email address as soon as you log in to Blackboard for the first time. Here are the steps for changing your Blackboard email address:

1. From YOUR Blackboard Welcome page (you will see WELCOME, ___! in bold letters at the top of this page), click on Personal Information in the Tools Box on the left side.
2. Click on **Edit Personal Information**.
3. Change your email address to your preferred email address (the one you check most often).
4. Click the **Submit** button in the lower right corner to save the changes you have made.

Technical Support for Your Online Course:

Looking for answers to technical questions? The Technical Support area of the Distance Learning Center website has a wealth of technical information including Blackboard login instructions, orientation information, hardware and software requirements, web browser plug-ins and downloads, technical tips and frequently asked questions (FAQs). The website for the DL Technical Support area is: <http://www.pgcconline.com/techsupport.html>.

If you have visited the DL website and you need additional technical assistance with your online course, you should contact the Distance Learning Center immediately!

Temporary Office (TO) Building
Room 100

Phone: 301-322-0463
FAX: 301-386-7568
Email: DistanceLearn@pgcc.edu

Mon.- Fri.: 8:30 am – 4:30 pm
with phone support available
until 9 pm

Tentative Schedule for MAT 1140 *Introduction to Statistics*

*Online Schedule
subject to change*

Week	Dates	Topic	Textbook
1	1/22 - 1/25	Introduction to the Course	
2	1/26 - 2/1	Introduction to Statistical Reasoning	Chapter 1
3	2/3 - 2/8	Logic of Hypothesis Testing, p-values, and Statistical Significance	Chapter 1
4	2/9 - 2/15	Sampling Methods and Procedures	Chapter 2
5	2/16 - 2/22	Exam #1* and Summarizing Data Graphically	Chapter 4
6	2/23 - 3/1	Summarizing Data Numerically	Chapter 5
7	3/2 - 3/8	Population Models: Normal and Uniform Distributions	Chapter 6
8	3/9 - 3/15	Exam #2* and Basics of Probability	Chapter 7
9	3/16 - 3/22	Random Variables and Binomial Probability	Chapter 7
10	3/23 - 3/29	Sampling Distributions for a Proportion & Mean	Chapter 8
11	3/30 - 4/5	Exam #3 and Hypothesis Tests and Confidence Intervals for Proportions	Chapter 9
12	4/6 - 4/12	Spring Break	
13	4/13 - 4/19	Hypothesis Tests and Confidence Intervals for Means	Chapter 10
14	4/20 - 4/26	Comparing Two Treatments	Chapter 11
15	4/27 - 5/3	Exam #4* and Examining Relationships between Variables and Regression	Chapter 13
16	5/4 - 5/6*	Chi-Square Test for Independence	Chapter 14
	5/7 - 5/13**	Final Exam* Period	

***All exams must be taken in the Student Assessment Services Center on the PGCC campus.**