BADM 220: Business Statistics I – Syllabus

Department of Economics, Statistics and Decision Sciences, Beacom School of Business

Instructor: Anna George, MBA, PhD
Email: Anna.George@usd.edu
Office Hours: Thur. 5:30-6:30 pm CT (on line); by appt
Office: Virtual

Course Number: BADM220-U820T-2019SP
Class Meetings: Online

Course Description
Business Statistics I introduces students to basic statistical methods with emphasis on applications in business and economics. Topics with computer application include descriptive statistics, probability, distributions, sampling, estimation, and index numbers. (3 credit hours). Prerequisites: College Algebra (MATH102) or similar class including MATH 115 (Pre-Calculus), MATH 120 (Trigonometry), MATH 121 (Survey of Calculus—Business Calculus), MATH 123 (Calculus I), or MATH 125 (Calculus II).

Textbook


Please Note: This text will also be used in BADM 321: Business Statistics II for those of you who will take that course in summer of 2019. The online access code is not needed.

*** Please DO NOT order the “international edition” ***

BADM 220 Learning Objectives:
1. Observe the uses for statistical tools and methods in business and identify data and data sources in practical settings.
2. Identify and use tools and methods for categorical and quantitative data.
3. Learn basic statistical tools and methods (descriptive statistics) for data sets and associations between two variables.
4. Identify and compute various indexes.
5. Define and solve probabilities using key concepts and learn major discrete and continuous probability distributions.
6. Observe various sampling methods and calculate expected values.
7. Gain a basic understanding of Microsoft Excel and its application to statistical needs in business.

Beacom School of Business Mission Statement: Our primary mission is excellence in undergraduate and graduate education that develops successful future business leaders. We deliver high value to our students, employers, and community through distinctive teaching and learning supported by significant intellectual and professional contributions and meaningful service.
Course Point Total
Given the types of assessments and number of points each is worth, the total number of points in the
course is broken down as follows:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>180</td>
</tr>
<tr>
<td>Exam 2</td>
<td>180</td>
</tr>
<tr>
<td>Exam 3</td>
<td>180</td>
</tr>
<tr>
<td>Final Exam (Monday, April 29 – Friday, May 3)</td>
<td>240</td>
</tr>
<tr>
<td>Problem Sets (7)</td>
<td>140</td>
</tr>
<tr>
<td>Excel Knowledge Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Professionalism, Participation, and Initial Discussion Post</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Note: the actual number of points in the course may vary slightly from this. The instructor reserves the right to
change the syllabus at her discretion. If such cases, you will be notified immediately.

Grading
Your grade is calculated using straight percentages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>900 - 1000</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>700 - 799</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>600 - 699</td>
</tr>
<tr>
<td>F</td>
<td>up to 59%</td>
<td>up to 599</td>
</tr>
</tbody>
</table>

IMPORTANT: You can check your current grade at any time during the semester by clicking on the Grades link. You will also
be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Homework
Homework problem sets will be comprised of homework problems within the quiz feature of D2L and may
include Excel files that will be submitted to a separate dropbox. The portion of the problem sets in the
quiz feature are untimed, and you will have two attempts to obtain your best score, which will be made
available immediately. Excel portions of problem sets may need to be graded manually. I will return
homework to you within one week of when it is due. I will accept late homework for up to four days past
the due date, but the late penalty will be as follows:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Late Penalty Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
</tr>
</tbody>
</table>
Exams
Exams will be administered through D2L and will be open at 8:00 am until 11:59 pm on the dates listed in the course schedule. Make-up exams will be given on an emergency basis only.

IMPORTANT: The final exam must be taken during finals week, which is Monday, April 29 – Friday, May 3. 

IMPORTANT: Exams will require the use of a lock down browser. Therefore, you will need to become comfortable completing the calculations in this class using a calculator, in addition to using Excel, since you will not have access to applications outside of the browser.

If you have not had experience with this before, I suggest that you complete the “Fake Test to Download Respondus” under quizzes.

Professionalism and Participation
All of you are training to become professionals. We are modelling professional behavior in our course. Professionalism is based on your interaction with your instructor, your classmates, and the University of South Dakota personnel. Any unprofessional behavior will result in the loss of professionalism and participation points. In unusual cases, the deductions may be greater than the professionalism and participation point allocation. Any required discussion posts, such as the introductory discussion post, will be included in this portion of the course grade.

Communicating with Your Instructor
When you send an email, your instructor will normally respond within 24 hours during the week and within 48 hours over the weekend and holidays.

The way you format email messages is important. Your education should prepare you to succeed in your career, and a significant part of your education should be practicing how to communicate clearly and professionally. Write grammatically correct sentences in accordance with Standard English usage. Format your emails as if you were addressing your supervisor in a professional environment. Email messages should include a professional greeting (e.g., “Hello Doctor George,” or “Hi Dr. George,”) and a proper closing (e.g., “Best regards, Chris Smith” or “Thanks, Chris Smith”). Your instructor will respond to messages that are not professional and respectful with a recommendation to reformat your message before you receive a respond to your request (e.g., starting your message with “Hey” or “Dude” is unacceptable, as is ending it with “Later,” or acronyms, e.g. “TTFN,”). This is a requirement because you need to practice good habits to be a successful professional. An awareness of the difference between how you communicate with friends versus how you communicate with superiors/professors/supervisors/etc. is an important byproduct of your education. Failure to follow these guidelines will result in a reduction of your professionalism and participation points.
Technology Requirements
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document in the Getting Started widget on the course homepage.

IMPORTANT: This course will be utilizing the Respondus LockDown Browser (LDB). Respondus LDB is a custom browser that locks down the testing environment within D2L. When students launch Respondus LDB they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. Compatible with Windows, Mac and iOS.

You will need to have the appropriate permissions to both install the software on the computer from which you will be taking the exam, and to use the webcam/mic.

Additionally, live consultations/office hours will be facilitated via a web-conferencing system called Collaborate Ultra. To fully take advantage of these sessions, it is recommended that you either purchase a USB multimedia headset – earphones with a microphone – or call into the session, so that you can ask questions instead of typing them. Headsets can be purchased online, or from a retail store, for around $15-$30, depending on the brand and model (Logitech is recommended). If you are using a laptop, it should, most likely, have a web-cam, a microphone, and speakers built-in. I will not hold office hours the week of an exam.

TIP: Participation in the live consultations / office hours is OPTIONAL. The goal of those is to answer any questions that may arise as we progress through the material. This may also include me recovering the current assigned lecture with the intent for you to now be able to ask more poignant questions regarding specific points in the material. It may also be a good way of resolving any problems you might have. I also walk through various HW problems throughout the semester in response the questions posted in the Homework Forum.

I am also open to schedule the sessions at other times, but have a complicated schedule. I ask that you let me know in advance should you require an ad-hoc session. I personally find such sessions to be much more effective than exchanging a series of email messages. Please refer to the syllabus for details.

Attendance Policy
While this class is delivered asynchronously online, it is expected that students have watched all online lectures. Office hours will be held live via Blackboard Collaborate from 5:30-6:30pm central time during weeks that do not have exams. You are encouraged to attend these meetings, but attendance is not mandatory. At the conclusion of office hours, a recording of any discussions held will be posted online for
review later. If you are not going to watch lectures and office hours, you should not expect to do well in the course just as you would not expect to do well if you skipped class in a face-to-face environment.

**IMPORTANT:** You must complete the introduction/syllabus quiz and the introductory discussion post by the end of the first week of the course, or you risk being dropped from the course. If you are having problems doing so, please IMMEDIATELY contact me at Anna.George@usd.edu.

**Class Format**
This course will be facilitated entirely online via Desire2Learn: [Desire to Learn](http://d2l.sdbor.edu/) which you will use to:

- Communicate with your classmates and the instructor
- View lecture notes and video/audio recordings
- View and complete quizzes and exams
- Submit coursework
- Access all required course materials (lecture recordings, lecture slides, required listening)
- Access supplemental materials (webliography of supplemental materials, etc.)
- Access your course progress and grade information

The purpose of the problems and models are to familiarize you with statistics problem solving techniques using Microsoft Excel. We will spend some time through the lectures dealing with problem examples/solutions and assigned readings. It is imperative that you work through the examples and problems as we proceed through the material as each class will build upon the knowledge and skills developed in the prior class. Most students enroll in this class either having little experience in the uses of Microsoft Excel and/or the concepts of statistics. Some of you will have to work a little harder at the beginning to overcome any areas of limited exposure.

**IMPORTANT:** This will not be a self-paced or correspondence-like course. You will be required to complete—and assessed on—weekly activities. Failure to do so may result in a reduced grade in the course or being dropped from the course.

**Student Expectations**
Students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook. The latter contains important information about the various support services available to online students.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. However, as this is a quantitatively oriented, three-credit-hour course, students should expect to dedicate **nine (9) to fifteen (15) hours per week** to complete course activities.
### Objective/Assessment Matrix

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe the uses for statistical tools and methods in business and identify data and data sources in practical settings.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through conceptual/terminology oriented exam questions.</td>
</tr>
<tr>
<td>Identify and use tools and methods for categorical and quantitative data.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
<tr>
<td>Learn basic statistical tools and methods (descriptive statistics) for data sets and associations between two variables.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
<tr>
<td>Identify and compute various indexes</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
<tr>
<td>Define and solve probabilities using key concepts, and learn major discrete and continuous probability distributions.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
<tr>
<td>Observe various sampling methods and calculate expected values.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
<tr>
<td>Gain a basic understanding of Microsoft Excel and its application to statistical needs in business.</td>
<td>1. Demonstrated through homework submissions. 2. Demonstrated through application exam questions.</td>
</tr>
</tbody>
</table>

### Student Resources

The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide (see link in the “Getting Started” widget on the course homepage):**
  This contains important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal (http://myu.usd.edu/):**
  The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library

- **The USD Writing Center (http://www.usd.edu/academics/academic-commons/writing-center.cfm):**
  The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit the URL above for more information.
Student Conduct/Academic Integrity
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may be, at the discretion of the instructor: USD Academic Misconduct Link
   a) Given a zero for that assignment.
   b) Allowed to rewrite and resubmit the assignment for credit.
   c) Assigned a reduced grade for the course.
   d) Dropped from the course.
   e) Failed in the course.

Student Code of Ethics
Students enrolled at the Beacom School of Business are expected to maintain the highest standards of integrity and ethical principles and to adhere to the Student Code of Ethics developed and approved by Beacom School of Business students. This Code provides a frame of reference for the behavior of Beacom School of Business students in their personal, academic, and professional activities.

Instructor Expectations
The instructor will strive to provide feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also return feedback and suggestions, using standard grading criteria.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by The University of South Dakota, and the SDBOR.

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinion or conduct unrelated to academic standards should contact the Dean of the Beacom School of Business to initiate a review of the evaluation.

Exit Exam Statement (USD Business Majors Only)
The material presented in this course is part of the common body of knowledge for this discipline. Mastering the information presented in this course lays the foundation for your future success as a knowledgeable, well-rounded business professional. The course is designed to encourage you to commit this valuable information to your long-term memory. In addition to demonstrating mastery of this information throughout the course, you will also be required to demonstrate your retention of this critical common body of knowledge by achieving a satisfactory score on the Beacom School of Business’s exit exam which is part of BADM 482 Business Policy and Strategy. Achieving a satisfactory score on the exit exam is a graduation requirement. This applies to all Business majors (BBA programs).
**Disability Services:**
Any student who feels he/she may need academic accommodations or access accommodations based on the impact of any disability should contact and register with the Office of Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

**Director of the Office of Disability Services:**
For information contact:
- Ernetta L. Fox, Director
- Disability Services
- Room 119 Service Center
- (605) 677-6389 [http://www.usd.edu/disabilityservices disabilityservices@usd.edu](http://www.usd.edu/disabilityservices disabilityservices@usd.edu)

**Withdrawal Information**
The last day to drop this course with a full refund and without the course being recorded on your transcript is **Wednesday, January 16, 2019**. The last day to drop this course and receive a grade of "W" on your transcript is **Monday, April 1, 2019**.

The instructor of a course may drop a student for non-attendance or non-participation provided the student is in violation of the official attendance policy or participation policy of the course. Instructor initiated drops are at the instructor's option, but they must be submitted to the Registrar's Office by **April 1** and be approved by the dean of the college or school in which the course is offered. The student is notified by the Registrar's Office that he/she has been dropped from the course. The grade assigned is in accord with the drop policy for student initiated drops.

**Diversity**
The Beacom School of Business is committed to USD’s Inclusive Excellence initiatives. We are committed to cultivating an environment of Inclusive Excellence at all levels of the school. We are committed to graduating globally and culturally aware business students who are equipped with the tools to embrace and practice inclusiveness.

Course Schedule & Coverage of Topics

This information is also available in the “Course Schedule” link in the “Getting Started” widget on the course homepage.

Quizzes and homework will be due by 11:59 pm CST on Sunday nights as outlined in the schedule below. Exams must be taken using a lockdown browser of the week given below. Please note that the final exams must be taken during regularly scheduled final exam dates, which are Monday, April 29 – Friday, May 3.

The following is a brief listing of topics and reading assignments. This class schedule is tentative, and our actual rate of progress may vary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments / Chapters</th>
<th>Action Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7 – 1/13</td>
<td>Introduction/Syllabus, Excel Software, Data and Statistics</td>
<td>Syllabus, Intro, 1</td>
<td>Introduction Post Syllabus Quiz</td>
<td>1/13/2019</td>
</tr>
<tr>
<td>2</td>
<td>1/14 – 1/20</td>
<td>Descriptive Statistics: Tabular and Graphical Displays</td>
<td>2</td>
<td>Excel Quiz/Problem Set 1</td>
<td>1/20/2019</td>
</tr>
<tr>
<td>4</td>
<td>1/28 – 2/3</td>
<td></td>
<td></td>
<td>Problem Set 3</td>
<td>2/03/2019</td>
</tr>
<tr>
<td>5</td>
<td>2/4 – 2/10</td>
<td>Exam 1: Chapters 1-3 and Excel</td>
<td>1-3 &amp; Excel</td>
<td>Exam 1</td>
<td>2/10/2019</td>
</tr>
<tr>
<td>6</td>
<td>2/11 – 2/17</td>
<td>Introduction to Probability</td>
<td>4</td>
<td>Problem Set 4</td>
<td>2/24/2019</td>
</tr>
<tr>
<td>7</td>
<td>2/19 – 2/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/25 – 3/3</td>
<td>Index Numbers</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/4 – 3/10</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/1 – 4/7</td>
<td>Continuous Probability Distributions</td>
<td>6</td>
<td>Problem Set 6</td>
<td>4/14/2019</td>
</tr>
<tr>
<td>14</td>
<td>4/8 – 4/14</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>4/15 – 4/21</td>
<td>Exam 3: Chapters 5 and 6</td>
<td>5 &amp; 6</td>
<td>Exam 3</td>
<td>4/21/2019</td>
</tr>
<tr>
<td></td>
<td>4/29 – Friday, 4/ 3</td>
<td>Final Exam</td>
<td>All course material</td>
<td>Final Exam</td>
<td>5/3/2019</td>
</tr>
</tbody>
</table>