

First-Day Handout for Students
MATH 1342 Elementary Statistics
 Fall 2014

<p>Synonym and Section: 1342.001 synonym 18162 1342.014 synonym 18175 1342.024 synonym 18185 Online Distance Learning</p> <p>Instructor: Dr. Mary Parker Office Number: HLC 1430 Phone: 512-522-1281 (for messages) 512-223-7309 at HLC 1430 Email: mparker@austincc.edu Web: www.austincc.edu/mparker</p>	<p>Office Hours: MW 2:00 – 2:15 p.m. HLC ACCelerator room 1100.21 MW 4:00 – 4:15 p.m. HLC ACCelerator room 1100.21 MW 1:00 – 2:00 HLC 1430 Aug 25 – Sept 20 Wed 4:15 – 6:15 p.m. HLC 1430 Sept 22- end of semester: TTh 9:30-9:45 am HLC 1100.21 Sept 22- end of semester: TTh 11:30-11:45 HLC 1100.21 Sept 22- end of semester: TTh 11:45-12:15 HLC 1430</p> <p>I will be available to answer email and return calls for at least two hours each of these times: Monday and Wednesday morning and Saturday and Sunday afternoon.</p> <p>By appointment: Email to request an appointment at least a day in advance. Please suggest some choice of times.</p>
	<p>http://courses.bfwpub.com/bps6e.php (StatsPortal) http://aconline.austincc.edu/ (Blackboard Discussion Board and main Gradebook.) http://www.austincc.edu/mparker/software/data/ (data files for our text and brief guides to Minitab and CrunchIt)</p>

Course Description: A first course in statistics for students in business; nursing; allied health; or the social, physical, or behavioral sciences; or for any student requiring knowledge of the fundamental procedures for data organization and analysis. Topics include frequency distributions, graphing, measures of location and variation, the binomial and normal distributions, z-scores, t-test, chi-square test, F-test, hypothesis testing, analysis of variance, regression, and correlation. Skills: S Prerequisites: A satisfactory score on the ACC Mathematics Assessment Test. A second option is an appropriate secondary school course (Algebra II) and completion of any TSI-mandated mathematics remediation.

Note: Texas State University recently changed their Transfer Guide to show that MATH 1342 is no longer considered equivalent to their QMST 2333 (Quantitative Methods). ACC's BUSG 2371 is the correct equivalent to that course, which is needed for most majors in business.

Statement of Prerequisite Requirements: Students in MATH 1342 will be expected to:

1. understand material from the text after reading it.
2. do homework using fairly complicated formulas after seeing one example
3. do some, but not much, algebraic manipulation of formulas

Required Materials: (See further details about each of these on the class website <http://www.austincc.edu/mparker/1342/> and follow the links to this class.)

- Access to the StatsPortal, a web-based portal for this text. It includes an online version of the textbook: *The Basic Practice of Statistics*, 6th ed., by David S. Moore. DO NOT purchase the e-book or rent a book. Those do not include StatsPortal.
- Minitab statistical software. Rent it for \$30 for six months from <http://www.minitab.com/en-US/academic/>
- Scientific calculator (You will not be allowed to use a graphing calculator on tests.)

Instructional Methodology: This course is taught as an Internet-based distance learning class.

Course Rationale: Students will learn to

1. Determine the aspects of a question, if any, for which statistics can provide relevant information.
2. Analyze statistical studies, particularly regarding appropriate sampling and experimental design.
3. Select and use appropriate statistical analyses to get useful information from data.
4. Communicate knowledge using standard statistical language and also interpret it in non-technical language.

This course meets the Core Curriculum requirement in mathematics. It meets the requirement for an introductory statistics course for students in many majors such as business, health sciences, and social sciences.

Course Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will:

1. Explain the use of data collection and statistics as tools to reach reasonable conclusions.
2. Recognize, examine, and interpret the basic principles of describing and presenting data.
3. Compute and interpret empirical and theoretical probabilities.
4. Explain the role of probability in statistics.
5. Examine, analyze, and compare various sampling distributions for both discrete and continuous random variables.
6. Describe and compute confidence intervals.
7. Solve linear regression and correlation problems.
8. Perform hypothesis testing using statistical methods.

The General Education Competency of

- 1) Critical Thinking – gathering, analyzing, synthesizing, evaluating and applying information - is covered in every SLO.
- 2) Quantitative and Empirical Reasoning – applying mathematical, logical, and scientific principles and methods - is covered in every SLO.
- 3) Technology Skills- using appropriate technology to retrieve, manage, analyze, and present information - is covered in SLOs # 2, 3, 5, 6, 7 and 8.
- 4) Written, Oral and Visual Communication – communicating effectively, adapting to purpose, structure, audience, and medium is covered in every SLO.

Learning Objectives:

1. Interpret ideas of population versus sample, random variables, and techniques of descriptive statistics including frequency distributions, histograms, stem and leaf plots, boxplots, and scatterplots.
2. Calculate and interpret measures of central tendency and dispersion, including mean, median, standard deviation, and quartiles.
3. Apply the 68-95-99.7 rule to normal distributions and use the normal tables to answer questions about the proportion of scores in a certain range or find various percentiles.
4. Analyze relationships between two quantitative variables using correlation and linear regression. Analyze residual plots and determine how to handle outliers and influential points.
5. Analyze data presented in two-way and three-way tables to provide information about relationships between categorical variables, including understanding and interpreting situations to which Simpson's Paradox applies.
6. Apply ideas of appropriate sampling techniques and experimental design to data production.
7. Use the basic ideas of probability and apply them to statistics.

8. Use the sampling distributions of sample proportions and sample means to answer appropriate questions.
9. Estimate single means, difference of two means, single proportions and difference of two proportions using confidence intervals. Interpret the results.
10. Demonstrate skills in hypothesis testing for means and proportions, for single populations and comparison of two populations.
11. Demonstrate skills in hypothesis testing using the chi-squared test to compare several proportions and to test independence.
12. Demonstrate skills in inference for regression or ANOVA techniques.

Throughout the course, students will learn to do almost all the calculations by hand with a scientific calculator on small data sets and also students will learn to use a substantial statistical computer software package to do the statistical calculations quickly and on larger data sets. Some of the regression inference analyses will not be done by hand.

Required Activities:

Students taking a three-credit college math class in a 16-week semester are expected to work in and out of class about 9-12 hours per week. To be most effective, this should be spread over at least three different days each week.

1. Time requirement per week in this Distance Learning Course:
 - a. 1-2 hours. Carefully compare your quiz work for the previous week to the solution keys to find any areas that you did not fully master. Work more on those and ask questions about it on the Discussion Board in the current week.
 - b. 3 hours: Work through the instructor prepared lessons.
 - c. 3-4 hours: Work on homework problems and ask and answer questions on the Discussion Board. (It is probably a good idea to combine this with working through the instructor-provided lessons, spending 6-7 hours on the combination of these.)
 - d. 3 hours: Work on the two parts of the quiz.
2. Approximately every four weeks, take a paper-and-pencil test in the Testing Center. They are not timed, and most students spend about 1.5 - 2 hours on a test. You may have to wait in line at your Testing Center, particularly toward the end of the semester and in the late afternoons and evenings. **DO NOT** enter the Testing Center to take a test unless you have at least 2 hours available to take it.

Testing:

Test 1: Chapters 8, 9, Data Ethics, 1, 2

Test 2: New material is chapters 4, 5, 6, 3, 10 (Also includes some previously-covered material)

Test 3: New material is chapters 11, 14, 15, 16, 18.

(Also includes previously-covered material from 1, 2, 3, 8, 9, 10)

Test 4 / Final Exam: New material is chapters 19, 20, 21, 23, 24

(Also includes all previously-covered material, especially from Chapter 18.)

A substantial majority of credit on each test will come from questions similar to those in the sections called "Chapter ___ Exercises." A few multiple-choice questions will be included – usually less than 30% of the credit. Many of the questions will emphasize interpretations.

Tests are given in the Testing Centers during the weeks indicated on the calendar. I will only send your test to the campus you indicate to me on your orientation assignment, so please give me notice well in advance if you ever need to change campuses. I will post more specific test information a week prior to

each test, but in general you will be allowed to bring some notes in that can include definitions and formulas (but not specific examples). You must turn in those notes with your test and I will review them.

The final exam will have a “take-home” part for you to do using Minitab. It will be provided two weeks before it is due. You will submit that in StatsPortal in the same manner that you submit quizzes.

If you wish to take a test early, please tell me at least one week prior to the date you wish to take the exam. You will have a full week available in which to take each test, but you are expected to go on to learn new material during that week.

Bring your ACC ID to the Testing Center but **do not bring a cell phone** into the Testing Center, even if it is hidden and turned off. That is a serious infraction of the Testing Center rules, with severe mandatory penalties. You will need a scientific calculator on your exams. The Testing Center can provide you with one if you forget yours or do not have one. You will not be allowed a graphing calculator on exams.

Please read the other Testing Center Guidelines before taking a test. The ACC Testing Center policies, as well as locations and hours, can be found from <http://www.austincc.edu/testctr/>

No late testing, make-up tests, or retesting. Avoid planning to take the test on the deadline date, and only use that last day if you tried to take it before and had car trouble or a long line at the Testing Center. If it is in the last month of the semester and you do go in the late afternoon or evening, allow a GENEROUS allowance for time to sit in line at the Testing Center. This is particularly true at the north Testing Centers such as Northridge.

I will replace the lowest test grade on the first three tests with the fourth test grade, if that fourth test grade is higher.

For security reasons, tests will not be returned and solutions will not be posted. You are welcome to view your tests and ask questions about them during any of my office hours. Please give me advance notice so that I can be sure to have your test with me. We can also make a telephone appointment after the test grades are posted to discuss test questions.

Quizzes:

Quizzes will be taken/submitted via StatsPortal and Blackboard. They are due every week on Monday at 11:00pm (beginning Monday Sept. 1 – plan ahead if you don’t want to work on the holiday!) Each quizzes has two parts and each is graded on a scale of 0-100. Part 1 must be submitted on time for any credit at all. Part 2 must be submitted on time for full credit.

Students who are unable to submit Part 2 on time can earn some partial credit for three weeks during the semester by submitting, within four days of the deadline, their work on all the Part 2 quiz problems and a top page in that electronic file on which they discuss EACH of the assigned problems – what they learned by comparing their work to the answer key. (Partial credit: Up to 40 points for the initial work on the problems and an additional 30 points for an excellent discussion of what they learned in their comparison to the answer key.)

I will drop two quiz grades (two of each part) from your average. **You may not discuss the quiz questions on the Discussion Boards until after the deadline to submit it for full credit.**

Part 1: You will take this online in StatsPortal. It will consist of multiple choice and short answer questions from the chapters covered that week.

Part 2: These will be in the style of the homework problems, but these will not have the answers provided. Some will be from the text. You will be required to use MINITAB on some of these

problems. (Using Minitab is an important part of the course.) Part 2 of the quiz should be prepared as a word-processing document (saved in one of these formats: Rich Text Format .rtf or one of the MSWord document formats) or PDF and uploaded to the digital drop box on StatsPortal. You can prepare these in any of a variety of word-processing programs, but do save them to one of these formats before you submit them.

Do NOT type your solutions directly into the textbox on StatsPortal. Relevant MINITAB output should be copied into your document and also interpreted. I am grading what you understand from the output-not only whether you can produce the output.

Homework Notebook and the Homework Discussion Board:

Each week I will give you a homework list of odd numbered problems to use as practice. Working through these and discussing them on the Discussion Board is probably the most crucial part of your work in the course. Keep your work on these problems well-organized in a notebook, with enough space between problems to take notes and write comments later. Then, as you read the Discussion Board (described below) take notes on your homework paper in the appropriate places. Your homework notebook should be helpful to you in working the quiz problems and in studying for the tests.

Part of the work you are doing is to learn which problems are solved in similar ways. I know that you will have questions about the quiz problems. Your first step with each of those questions is to find a homework problem or example that is similar and read that solution. Then ask your question in terms of that homework problem or example.

Each week, a Forum is posted in the Discussion Board. This is a whole-class discussion of the homework of the week, examples in the textbook, and questions about any of the other resources provided in the course. This should be the first place you go to get help on the material in the course. First see if there is already a thread about the example or concept or homework problem you want to discuss. If so, join that thread and make your comments in it. If not, start a new thread, and make the subject line clear what example, homework problem, or concept you are discussing.

To earn credit for the week, I expect to see at least three things from you:

- at least one question or comment about the previous week's quiz solutions. (Not required during Week 1.)
- at least one substantive question or one substantive comment on the current week's material further explaining some concept or something that you learned about MINITAB or something that you learned from one of the extra resources and
- at least one substantive response to someone else's question on the current week's material.

These types of comments don't count: "I agree with your answer," or "I don't understand this concept." Also questions about the organization of the course or where to find things don't count for credit. It's OK for you to post comments like these – just don't expect them to earn credit.

I will read the Discussion Board at least twice a week, but will not necessarily make comments. (When I make comments, it cuts off opportunities for other students to answer, so I try to do that fairly sparingly. On the other hand, I will intervene if I see that a large percentage of the class is confused.) If there is anything that you specifically want me to comment on, please email me and describe specifically where to find it. (Be very sure to include your section number in your email so I know which course to look in.) I will read it and reply – either on the Discussion Board or to you privately.

When you start a thread, make the subject line clear about which exercise or example it is about. If it is about a concept instead of an exercise or example, make the subject line clear about which concept. If someone has already posted about that exercise, example, or concept, please reply in that thread, so that the discussion board is well-organized for everyone.

Discussion Board Forums will generally be open on Wednesday before the week begins. Questions you want answered must be in by **Saturday at 11:00 p.m.** and then everything you want to submit “for credit” must be in by **Sunday at 11:00 p.m.** (1 day before the quiz deadline.) The forum is available until the quiz deadline time on Monday so that you can still read from it before you have to submit your quiz.

There are 15 Discussion Board Forums and a special forum on Data Ethics. Appropriate participation is required in 13 of them for full credit in this part of the course. Missing more than two of them may result in your being withdrawn from the course.

You are not allowed to post about quiz problems on the Homework Discussion Board Forums before the quiz deadline. Post general questions about practice problems or resources in the course or about concepts.

If you have a question, before the deadline, about a quiz question and cannot find a similar enough odd-numbered problem to discuss on the Discussion Board, please email the instructor individually. And expect that the answer you receive will be about finding an example or homework question or other material from the text to help you approach the quiz question. Do not expect that the instructor will tell you whether you are thinking about the quiz problem correctly.

Grading:

I will do my best to grade assignments within a week of the due date. Tests may take a bit longer, particularly at the end of the semester, because they must be mailed to me from the Testing Centers.

Percentage	
12%	Quizzes
6%	Homework Discussion Board
60%	Tests 1-3 (20% each)
22%	Final Exam

Scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: below 60

Class Rules:

1. **Questions about the content of the course** should be directed to the Homework Discussion Board Forums rather than to the instructor individually, since both the question and answer are likely to be of interest to other students. Questions about quizzes before the deadline or tests or questions specifically for the instructor should be emailed to the instructor and **not** posted on the Discussion Board.

2. **Class discussion must be courteous and appropriate.**

- Discussion on the class boards and email list must focus on the course material and the subject of statistics.
- Sending jokes and other non-course related material to others whose email address you have obtained from this class is not allowed, unless you have specifically asked the person if it is OK to do this and they have agreed.
- No flaming is allowed, either on the class bulletin board or in email messages. Remember that we are all here to learn and everyone's opinion will be respected. Conduct yourself in a manner that would be appropriate in a professional job. Your tone can be conversational, but not as casual as talking or texting with friends.
- Avoid using all capital letters, because that is SHOUTING and encourages readers focus on emotions rather than the thoughts expressed.
- Be mindful that humor and sarcasm can easily be misinterpreted in print.

3. **All deadlines are enforced very strictly.**

- We have a full week's worth of important material EVERY WEEK, so if you get behind, you are likely to have to withdraw. Some weeks you may not do as good a job as in other weeks, and that is understandable. Turn in your work on time even if it is not perfect. If you need flexibility in your schedule, then get ahead – the lessons are available a week in advance, and can be made available two weeks early if you ask.
- I have set each of the deadlines to be a day or so later than I originally intended, so the flexibility you might want is already built into the deadlines. Provisions are already made for your missing some discussions, quizzes, and even a test.
- If you ask for extra time for a quiz, the answer must be no, no matter how good your reason. I drop two quiz grades specifically so that students have the flexibility to deal with difficulties in their lives that prevent their turning in a quiz on time. But if you miss a quiz, it is important to go ahead and do the Part 2 and compare your work with the solution key. This is a crucial part of the work in the course. If you miss the Part 1 quiz, then you won't be able to see it at all. So I recommend that you at least open it and try it – even if you think you won't do well. You will at least have seen the types of problems covered on it.
- If you enroll in the class late, you are subject to the same rules as students who enrolled in the class before the class began. The standard grading scheme allows enough flexibility for all students to make up a reasonable amount of missed work.
- If you wish to withdraw from or be reinstated in the class, you must adhere to the deadlines as given in the college catalog and in this handout, under "Withdrawals".

4. **Collaboration:** I encourage you to work with other students, tutors, and all the material available to you on homework and all activities except quizzes and tests. The work you turn in on quizzes and tests must be your own. Anything else is cheating and cheating will not be tolerated.

5. **Communication with the instructor:** If you need to email me you must use your ACC email and the subject line must start with DL+ 1342.+ section number + last name. For example, if the author of our book were in section 003 of our class, the subject line of his emails should start with "DL1342.003moore". This is to help me find your emails amidst the hundreds of others I receive.

Course-specific support services:

ACC main campuses have Learning Labs which offer free first-come first-serve tutoring in mathematics courses. Not all mathematics tutors can tutor statistics. Check the lab schedule to see when statistics tutors are available. Students should bring their course handouts and notes

when they come to the Learning Lab. The locations, contact information, and hours of availability of the Learning Labs are available from <http://www.austincc.edu/tutor/>

MATH 1342 Lab class: Starting the week of Sept. 22, 2014, we have a weekly tutoring lab for this course, meeting in HLC on Fridays 11:30 a.m. – 2:00 p.m. Register for MATH 0159, section 001, synonym 14634, no later than Sept 15.

Attendance and withdrawals:

Attendance in this Distance Learning course is measured by completing the required work each week. The final withdrawal date for Fall 2014 is Thursday, Nov. 20, 2014. Students who miss **any** of the following may be withdrawn by the instructor: (1) missing one test and failing to communicate with the instructor about that within three calendar days after the deadline; (2) missing either part of any three quizzes; OR (3) missing any two weeks of Homework Discussion Board work.

Reinstatement Policy:

Reinstatements are only done if the instructor made a mistake in noticing what work was actually missed. The last date for reinstatements for Fall 2014 is Thursday Nov. 20, 2014.

Course Policies

Attendance/Class Participation

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawals automatically count towards this limit. Details regarding this policy can be found in the ACC college catalog.

Incompletes

An instructor may award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Statement on Scholastic Dishonesty

A student attending ACC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research, or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to,

plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an “F” in the course and/or expulsion from the college. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Statement on Students with Disabilities

Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS, formerly OSD). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.

Students who have received approval for accommodations from SAS for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from SAS before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the ‘Notice of Approved Accommodations’ from the student.

Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about Student Accessibility Services is available at <http://www.austincc.edu/sas/>

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day’s activity, may be withdrawn from the class, and/or barred from attending future activities.

You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day’s activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email

All College e-mail communication to students will be sent solely to the student’s ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students

should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide for Use of ACC Testing Centers and should read the entire guide before going to take the exam. To request an exam, one must have:

- **ACC Photo ID**
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student And Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at:

<http://www.austincc.edu/s4/>

Links to many student services and other information can be found at:

<http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at:

<http://www.austincc.edu/tutor/students/tutoring.php>

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Math Department Contact Information

Department Chair: Constance Elko

Department email: math@austincc.edu

Tentative Schedule. Any changed dates will be announced in Blackboard.

Week	dates		
1	Aug 25 – 29	8, Data Ethics, 9	
2	Sept 2 – 5	9, 1	
3	Sept 8 – 12	2, 4	
			Test 1 by Tuesday, Sept. 23
4	Sept 15 – 19	5	
5	Sept 22 – 26	6, 3	
6	Sept 29 – Oct 3	3, 10, 11	
			Test 2 by Tuesday, Oct. 14
7	Oct 6 – 10	11, 14	
8	Oct 13 – 17	15, 16	
9	Oct 20 – 24	18	
			Test 3 by Tuesday, Nov. 4
10	Oct 27 – 31	19	
11	Nov 3 – 7	20	
12	Nov 10 – 14	21	
13	Nov 17 – 21	23	
14	Nov 24 – 26	24	
15	Dec 1 – 5		Test 4 by Tuesday, Dec. 9
16	Dec 8 – 9	No new material	