Instructor: Bernard J. Morzuch (Bernie), 221 Stockbridge Hall, Tel: 545-5718.
E-mail relating to personal issues: morzuch@resecon.umass.edu
E-mail for questions about assignments, Connect, and course material: contact TA at resecon213-morzuch@courses.umass.edu
Office Hours: By appointment.

Teaching Assistant: Eric Koegler is my TA. We will set up a schedule for TA office hours in the next few days and post that schedule in Moodle. Get to know Eric. He is a wonderful resource for promoting your understanding of the material.

Prerequisite: The ideal prerequisite is successful completion of Res-Econ 212. It is ideal because both Res-Econ 212 and Res-Econ 213 are coordinated with each other. Stat 240 is an appropriate substitute for Res-Econ 212.

Objectives: This is the second course in a two-course sequence for Resource Economics majors. In the first course (Res-Econ 212), you learned to organize and summarize data, create confidence-interval estimates, and complete hypothesis tests for a single population. In this second course, you will learn how to compare different populations through hypothesis testing. You will also learn to estimate relationships among variables through regression analysis. Hopefully, you will develop a greater appreciation for the kinds of information presented daily in the press and the ability to use statistics to interpret and judge survey results and statistics presented in the media. Knowledge of statistics is becoming increasingly important in this information age. Statistics can be viewed as discovery through data.

Required Materials: Pay particular attention to the 4th paragraph below. It sets the stage for Connect registration.

1. Text: Applied Statistics in Business & Economics, Volume 2 by David P. Doane and Lori E. Seward, 4th edition. (ISBN: 9781259871740). This is a custom edition! (The full textbook has been split into two volumes for our two courses.) An access card for an online tool named Connect comes bundled with the custom edition of the text. Connect is an integral part of this course, and everyone must have it.

If you were enrolled in Res-Econ 212 last semester and purchased Connect, you will have access to Connect this semester and to the entire text book via the online ebook. Thus, you do not have to purchase Connect again, and you do not have to purchase Volume 2 for the course if you are happy with having access to an electronic version of the text.

If you are not in the category above, you have to make the purchase. Go to Moodle for our course. Specific purchase instructions are in the section titled “Three Steps for Obtaining Res Ec 213 Course Material.”

Irrespective of which category you occupy, here is what you must do in order to activate Connect this semester for our course:

(2) If you used Connect last semester, you are in the “Already Registered” category. Fill out the left side of the Welcome page. You must insert the same e-mail address that you used when accessing Connect last semester.
(3) If you purchased Connect this semester and have already received Volume 2 and the access card through the mail, you are in the “Register-To-Your-Class” category. Fill out the right side of the Welcome page. A request will be made for a registration code. This code appears on the access card that came with Volume 2.
(4) If you made the purchase but it has not yet arrived through the mail or if you have so far neglected to make the purchase altogether, you can gain immediate access to Connect and to the Volume 2 text on a trial basis by using the Courtesy-Access option. Go to the second page. In the lower right-hand corner, click “Start courtesy access.” This provides two weeks of access while you wait for your bundle. When the two-week period expires, you are left with nothing unless you make the purchase. (Do not click “Buy Online,” which appears directly above “Start courtesy access.”)
2. **Personal Response Transmitter (iClicker2):** This is required for use during lectures. We begin using clickers for real on Thursday, January 21. Make the purchase through Amazon. It is likely that you will use an iClicker2 for several courses and semesters. Each transmitter has a unique ID which you must link to your SPIRE ID. See the directions in Moodle on Registering Your iClicker2.

3. **Personal Computer:** Assignments and quizzes in this course (described shortly) are given over the Internet using Connect. In addition, we will use the statistical software Minitab to perform statistical analyses.

**Course Schedule:** I plan to review Chapters 8 and 9, which are prerequisites to this course. We will then cover Chapters 10-16. Lecture “note templates” will be posted after each lecture in the form of PowerPoint slides and handouts in Moodle. We will spend 3-4 lectures on Chapters 8 and 9. We’ll then spend 3-4 lectures on each subsequent chapter.

**Course Requirements:**

1. **Discussions:** Discussion sessions are led by the TA and will be used to guide your application of the methods and tools covered in class to analyze data. Each week the TA will review key terms and methods and illustrate data analysis using the Minitab software.

2. **Three Wednesday Evening Exams and One Final Exam:** There will be three two-hour examinations in addition to the final exam. Exam 1 is set for Wednesday, February 17. Exam 2 is set for Wednesday, March 9. Exam 3 is set for Wednesday, April 13. Each exam is scheduled for 7:00 – 9:00 p.m. Mark your calendars. The lowest of the three exam scores counts 10% toward your final grade. Each of the other two exam scores counts 20% toward your final grade. The final examination is scheduled for Friday, April 29 from 3:30 – 5:30 p.m. The final exam counts 30% toward your final grade.

3. **Assignments:** There will be 15-20 assignments during the semester. (I and Connect refer to them as “Homeworks.”) Each homework will be posted in Connect. It is your responsibility to observe when a homework opens and when it closes. Closing times do vary by day of week and hour. So, be vigilant regarding closing times. A typical homework will consist of a few multiple-choice questions and questions requiring numerical calculations. Questions are based on material in assigned readings. Your Connect Homeworks grade will be based on the points that you earn for answering questions correctly. Homeworks are worth 5% of your final grade. To see specifically how the homework contribution to your final grade is calculated, go to The Connect Component in Moodle. Once there, read the section titled Connect Homeworks.

4. **In-Class Personal Responses (iClicker2):** Radio frequency transmitters will be used during each lecture to answer questions about class material. There will be approximately 20-25 iClicker sessions during the semester. A session will have either 1, 2, 3, or 4 questions. Your score per session is the percent correct for that session. If you do not bring your iClicker to class, if the battery in your iClicker quits, or if you decide not to attend a class (for whatever reason – good excuse or bad excuse), you can’t engage in iClicker activities. I recognize these contingencies. Consequently, you are permitted to miss up to two daily iClicker sessions during the semester with no penalty. This also translates into the following: at the end of the semester, I eliminate each student’s two lowest iClicker scores. Words of advice: these two freebies are money-in-the-bank; use them judiciously. To see specifically how the iClicker contribution to your final grade is calculated, go to The iClicker Component in Moodle.

5. **Quizzes:** There will be at least five on-line Connect quizzes during the semester. Each quiz will remain active for at least three days. Quizzes are timed – you will typically have 2 two-hour blocks of time (of your choosing) during the time that the quiz is open to complete each quiz. Once you click on a quiz, you cannot stop the clock! Quiz material will resemble assignment material and lecture material. Connect quizzes are worth 10% of your final grade. To see specifically how the quiz contribution to your final grade is calculated, go to The Connect Component in Moodle. Once there, read the section titled Connect Quizzes.
Grading Summary:

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<tr>
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<tr>
<td>Connect Homeworks</td>
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</tr>
<tr>
<td>Personal Response – iClicker2</td>
<td>5%</td>
</tr>
<tr>
<td>Connect Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Lowest Exam</td>
<td>10%</td>
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<tr>
<td>Remaining Two Exams (Each Worth 20%)</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
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The minimum percentages needed for course grades are as follows:

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<th>Percentage</th>
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<td>B–</td>
<td>C+</td>
<td>C</td>
<td>C–</td>
<td>D+</td>
<td>D</td>
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</tbody>
</table>

Course Policies:

1. **Class Attendance**: Class attendance is expected and critical to your success in this course. You are expected to attend and participate in all lectures (using your iClicker2) and discussion sessions. You are responsible for all material covered in lectures and discussions. **You are responsible for all material covered in lectures and discussions.** The way to avoid any conceivable misunderstanding associated with this course is by attending classes. We will cover a large amount of material. If your plan is to "cram before the exam," you'll most likely be in trouble. Statistics requires regular practice, and more practice. To use the statistical concepts taught in the course effectively, you need a steady exposure to readings, activities, and problems. The course is set up with exercises that lead you through small amounts of material before and after each lecture. Stay on schedule. My best advice: **Don't Fall Behind.**

**Academic Honesty**: I follow closely the University Academic Honesty Policy. You are expected to be familiar with the University policy and the commonly accepted standards of academic integrity. For more information, please see the Dean of Students’ website: http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

2. **Disability**: The University is committed to providing an equal educational opportunity for all students. If you have a documented disability on file with the University’s Disability Services Department that requires accommodations, please notify me within the first two weeks of the semester so we can make the appropriate arrangements.

3. **Conduct and Courtesies**: I ask that you follow the University Code of Conduct and help create an environment of civility and respect in the classroom. Please observe common courtesies by **arriving before the start of class** and quickly finding an open seat. **The class starts promptly at 2:30 p.m.** and lasts 75 minutes, not an unreasonable amount of time to expect you to sit still. Please do not leave during class or chat with your friends; these things are very distracting. (If you must leave during class, sit near an exit.) You will find that I pay attention to your faces during class. Your “look” is a mighty barometer for me regarding whether or not you are engaged in the class and grasping the material. At the same time, I tend to lose my train of thought if members of the audience sleep, play with their technology toys during class, and exhibit behavior that appears to disturb those around them. I am not bashful about letting someone know that he or she is distracting me. (If you exhibit behavior of this sort, don’t be surprised if I approach you during class and request that you leave.) If you have tendencies like these, I urge you either to drop the course, to take it on-line, or not to come to class.
4. **Lecture Capture**: Lecture Capture does exactly what its name suggests. A lecture is captured for your viewing and listening when you decide to view it. It has two facets. You’ll get a visual replay of what I’m doing at the front of the class. You will also see all of the lecture material as I talk about it and display it on my computer screen; this includes animated explanations and actual calculations performed on the individual topics. If you decide to use it, both facets can be displayed on your computer as a split-screen shot, or you can choose just one to display. I will be using Lecture Capture for the first time this semester. I expect to make mistakes. Nevertheless, I regard it as an additional tool that not only permits you to view the material at your convenience but also allows you to replay any segment that requires repetition to master. You are the judge! My style is to involve my students in my classroom presentations. This semester, this is about as close as I can come to a team-based-learning (TBL) approach. As the semester unfolds, you will notice that I get to know the names and faces of all of my students. This means that it is pretty much of a certainty that I will call on you personally during class. Be aware that Lecture Capture captures my voice, my calling your name, and your response. My questions will be straightforward. I will not embarrass you. If I get the slightest detection that I am causing you discomfort, I will back off. If you do not want me to call on you, let me know. Here’s my take: we are all cut from the same cloth; none of us likes discomfort; new situations and foreign material are a source of discomfort if you are put in a position to respond to it; giving it your best shot can be a genuine confidence builder.