THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS

BUSINESS MANAGEMENT 2320
DECISION SCIENCES: STATISTICAL TECHNIQUES
Autumn 2018

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TAs	A directory of the TA staff can be found: Carmen > AU18 BUSMGT 2320 > Modules > Syllabus and General Information > COURSE INFO: TA Directory Fisher Hall 009 FCOB-ms2320ta@osu.edu
OFFICE HOURS	More than 50 hours of help time will be available each week. A complete schedule of Instructor and TA office hours, including detailed information regarding protocol, can be found at: Carmen > AU18 BUSMGT 2320 > Modules > Syllabus and General Information > COURSE INFO: Office Hours
E-MAIL	General course and concept questions should be e-mailed to FCOB-ms2320ta@osu.edu. All BM2320 staff, including instructors, are users on this list-serve account. Concerns of a personal nature and requests for special consideration should be sent to your *Lecture* instructor (Mrs. Schroeder or Mrs. Hoying). The following requirements apply to e-mail sent to both the FCOB-ms2320ta@osu.edu address and your lecture instructor's address: • All communications must use secure OSU e-mail. Messages sent via gmail, yahoo, or other personal e-mail accounts will not be opened. • The "Subject" must include **BM2320 /TA name /recitation day and time** **If protocol is followed, you should expect a response by the next *business* day.**
TEXT* ***Register for MyLab and Mastering from within our Carmen (Canvas) course***	*Business Statistics* (3e) by Sharpe, DeVeaux, Velleman; Pearson *The e-edition of the text will be included with access to required MyStatLab
	REQUIREMENT: MyStatLab Access = ISBN 9780321921468
	MyStatLab is integrated with our Carmen, which requires that you begin the enrollment process for MyStatLab in Carmen. Do *not* register directly through the Pearson web site.
	Please go to http://www.pearsonmylabandmastering.com/northamerica/students/get-registered-lms/index.html to find printed instructions or to view a video detailing how you register for our Pearson course in Canvas LMS. • Use your name as shown in our Carmen course and your OSU e-mail address. • When completing your first graded activity, input your 9-digit BuckID for the special code.

COURSE LEARNING OBJECTIVES and GOALS

Vast amounts of data are collected in today's global business and economic environment. The most successful decision-makers and managers are those individuals who 1) can put this information to work effectively to guide their decision process (See examples, page 8); 2) are able to accurately communicate the statistical results that drive these decisions; 3) can work effectively as a member of a diverse team; 4) present themselves in a manner appropriate for business settings.

Objective 1: Familiarize you with some common statistical methods used for generating decision-making information from data. We focus the instruction on estimation and hypothesis testing, Analysis of Variance (ANOVA), Regression analysis and model building, and forecasting with time series. We emphasize data investigation and mastering statistical reasoning, not mathematical theory and rigor. It will be necessary, then, to learn how to employ statistical computing software to assist with the calculations.

Objective 2: Present sound templates for reporting analytical methodology used for an analysis and the conclusions reached there from.

> To achieve objectives one and two, our analytical approach will generally follow a three-step process:

PLAN
- ➢ Identify the question that needs to be answered.
- ➢ Obtain relevant data. Understand the characteristics of the data.
- ➢ Select a model and method. The Normal model will be stressed because of its general applicability and ease of implementation, but it is applicable only under certain conditions. Before any calculations are performed, we must verify that the data conditions support the model.

DO
- ➢ All formulas and calculations must be understood, and therefore demonstrated and practiced, in order to use the methods properly. The computational burden will be eased in practice by the use of readily available statistical computer software.

REPORT
- ➢ Proper selection of the model, accurate measurement, and a correct analysis are necessary but not sufficient for aiding in decision-making. The last phase of the process is the interpretation of the results of the analysis presented in the context of the business problem. We will emphasize contextual communication of the results of a statistical analysis to a business audience, presented in report format.

Objective 3: Promote development of skills necessary for effective team work. To achieve objective three, we will utilize group problem solving in several of our class sessions, mainly via the *Learning Catalytics* platform. Additionally, you will have two assigned "case" projects that will require you to work with a team of your classmates.

Objective 4: Encourage development of conduct consistent with expectations in the business environment. To achieve objective four, we will strongly discourage use of electronic devices for anything but class related activities; disrespectful behavior toward other meeting attendees, including the instructor and TA; arriving late to the meeting and/or leaving early. *Point deductions can and will be levied for repeat offenders.*

LEARNING OUTCOMES

At the conclusion of Business Management 2320, we expect that students will be able to:
1. Plan strategies for problem solving using the statistical models, methods, and technology introduced in the course discussions, materials, and practice.
2. Apply the most appropriate statistical models, methods, and technology to make accurate calculations.
3. Interpret the results of statistical analyses to drive decision-making.
4. Communicate the findings of statistical analyses in context to a business audience.
5. Collaborate effectively with team mates to plan, execute, and report findings from statistical analyses.
6. Recognize unethical use of statistical analyses and/or the results therefrom.

COURSE DESIGN

A positive, inclusive classroom environment is necessary for successful learning. To that end, we require that cell phones be turned off except when used to respond to *Learning Catalytics* questions. We require that you be on time for class, try not to enter or leave the room while class is in session, and do not talk with other students except when engaging in solicited classroom discussion or assigned group activities. Further, we demand that everyone extends respect and courtesy to one another at all times.

Use of ipads, notebooks, laptops, and tablets for the purposes of note taking and responding to *Learning Catalytics* questions is permitted. Using these devices for activities unrelated to class is *not* permitted. A student's privilege of using a computer in class can be revoked if such use becomes a distraction or impedes other students' ability to learn.

HYBRID, with the instructional *week beginning on Wednesday and ending on Tuesday*:

1. *Lecture Prep – Asynchronous on-line learning by Wednesday*
  - ➢ Watch assigned videos posted on Carmen in weekly instruction module and/or complete assigned readings in Sharpe, et al Business Statistics (3rd Ed) accessed via MyStatLab (average time requirement ≈ 40 minutes)
  - ➢ Complete MyStatLab Lecture Preparation Quiz based on required videos/readings
    - o This is a *no* collaboration activity (N ⚥) .
    - o Each quiz will open on Sunday at 5:00 PM and close on Thursday at 7:30 AM.
    - o You will have 2 attempts, each with a time limit of 30 minutes.
    - o In order to "Review" the quiz after it closes, you must access and submit the quiz while it is open. We cannot open it for you after it closes.
  - ➢ This component prepares you for the lecture discussion to follow on Thursday. To be successful in the class, you must invest heavily in preparation for lecture.

2. *Lecture – Synchronous 80-minute classroom meeting with your course instructor on Thursday*
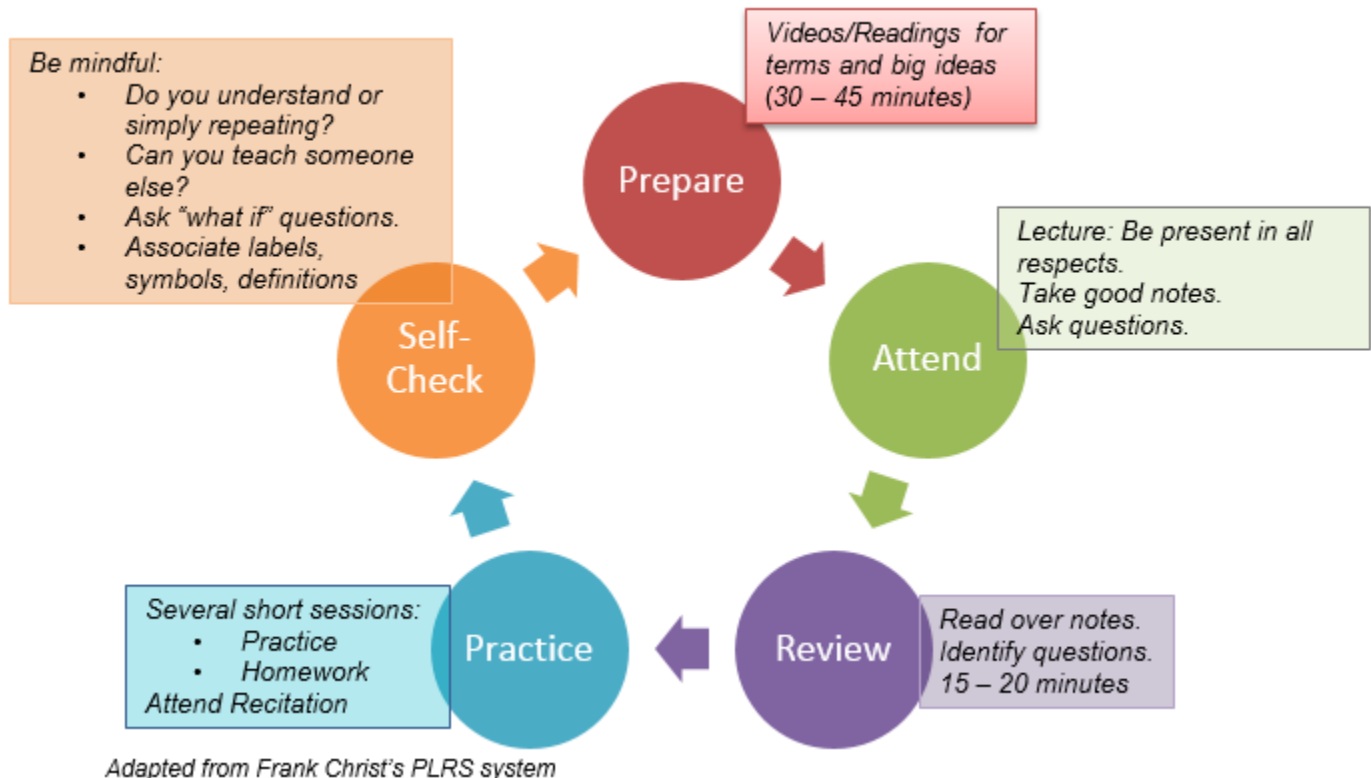 - ➢ **Notes will be posted each week on Carmen >AU18 BUSMGT 2320 > Modules > Week # > *Lecture Agenda and Materials***
    - o Quick summary of videos/readings that were required for lecture prep
    - o Expand on concepts introduced in pre-lecture preparation
    - o Demonstrate/apply new content
    - o Real-world applications
  - ➢ Attendance is necessary for successful completion of this course. Lecture attendance correlates positively with exam performance.
  - ➢ A student response system (*Learning Catalytics*) will be used throughout lecture to check comprehension and take attendance.
    - o *Learning Catalytics* is available as part of your MyStatLab subscription.
    - o You will need to have a mobile device with you at each lecture class that allows you to connect to *Learning Catalytics*. While cell phones should work, in the past some students have experienced some loss of functionality; laptops, ipads, notebooks, tablets work better than phones.
    - o You will receive 1 bonus point per lecture attended. Attendance will be assessed either by participation in *Learning Catalytics*, or via a sign-in sheet.
  - ➢ You are responsible for any announcements made during lecture and any impact that they may have on your grade.

3. *Homework – Asynchronous on-line practice*
  - ➢ Homework will be provided each week in *MyStatLab*.
    - o Opens with the weekly module on Sunday
    - o Closes at 7:59 AM on Monday of the following week.
    - o Your best 10 scores will count toward your course grade (5%).
  - ➢ Collaboration with peers is encouraged, as teaching and learning from one another will lead to greater understanding of the course material. *Copying* another student's work is *not allowed* and will undoubtedly lead to poor exam performance.
  - ➢ Each homework assignment will close at 7:59 AM on the Monday following the lecture to which it pertains.
    - o In order to "Review" the homework after it closes, you must access and submit the homework while it is open. We cannot re-open it for you after the assigned due date.

4. *Recitation – Synchronous 80-minute meeting with your recitation team on Monday or Tuesday, as scheduled.*
- ➢ Regular attendance at recitation is required; this is a graded component.
  - ○ Only 10 recitation scores will contribute to the course grade, allowing every student to discount 3 recitation scores in order to manage life's speed bumps (emergencies, technology failures, illness, work, interviews, athletic events, etc.).   If you miss more than 3 recitations, you forfeit the associated points.
  - ○ (A separate recitation syllabus is posted on Carmen > AU18 BUSMGT 2320 > Modules > Syllabi and General Information > COURSE INFO: Syllabi. Read it carefully.)

Adapted from Frank Christ's PLRS system

GRADES

Grade Item Type	Description
N 🧍	**Independent work:** Strictly non-collaborative, original, independent work. Discussion with instructors/TAs only. NO USE of GroupMe, LinkedIn, Google, etc.
C 👪	**Collaboration required:** An explicit expectation for collaborative team effort
M 🧍 / 👪	**Mixed:** **Individual Round = Independent work:** Strictly non-collaborative, original, independent work. Discussion with instructors/TAs only. NO USE of GroupMe, LinkedIn, Google, etc. **Group Round = Collaboration required:** An explicit expectation for collaborative team effort

An average of 50% or higher, without rounding, on the combined midterm and final exams is required to pass the class, regardless of performance on the other components. **This is a necessary, but not sufficient, requirement.

Grading Scale: The class earned distribution will adhere as closely as possible to the Ohio State University recommended distribution. The *anticipated* distribution is:

A = 93% and above	B+ = 87% to 89.9%	C+ = 77% to 79.9%	D+ = 65% to 69.9%
A- = 90% to 92.9%	B = 83% to 86.9%	C = 73% to 77.9%	D = 60% to 64.9%
	B- = 80% to 82.9%	C- = 70% to 72.9%	E = below 60%

EVALUATION			
Category	Item Points	Category Points	Percentage
Stat1430 Comprehension Quiz (N)	70	70	7
2 Midterm Exams** (N)	200	400	40
Final Exam** (N)	220	220	22
Technology Assignment (N) and 2 Group Cases (C)	25, 55, 55	130	13
MyStatLab HW	5	50	5
10 Recitation Scores (M)	8	80	8
Lecture Prep Quizzes (N)	5	50	5
Total		1000	100

**An average of 50% or higher, without rounding, on the combined midterm and final exams is required to pass the class.

Exams:
➢ An average of 50% or higher on the exams is required to pass the class, regardless of performance on the other components. This is a necessary but not sufficient requirement.
➢ MAKEUP exams
   o In cases of known conflicts, students must take the exam prior to the regularly scheduled time.
   o In cases of unplanned absence due to University approved circumstance (e.g., death of family member, personal hospitalization, etc.), we will provide a make-up exam at a later date, provided proper supporting documentation (e.g., a physician's note, ER paperwork, obituary, etc.) is submitted. Each decision of potentially allowing a make-up exam is made by the Lecture instructor on a case-by-case basis.
   o You MUST contact your Lecture instructor prior to the scheduled exam and as soon as you know of a potential problem or conflict with an exam date. Alternative methods (e.g., oral exam, essay) of testing may be used for make-up exams. If you are experiencing an extreme situation or emergency, please notify the instructor via email and/or office voice mail ASAP. (Please see page 1 of the syllabus for e-mail address and phone number.)
➢ REQUIRED MATERIALS (formula pages, probability tables) will be provided.
➢ PENCIL must be used to write the exam. Scantron forms are regularly used.
➢ CALCULATOR is necessary. You are required to supply your own calculator; we do not have replacements available during the exam. There are no restrictions/requirements regarding calculator model other than …
➢ NO INTERNET, Wi-Fi, OR CLOUD access is allowed. You will be required to remove and stow your Apple watch, Fitbit, etc.

Group Cases: Learning theory and techniques is necessary but not sufficient for statistical analysis in today's business world. Statistical analysis in support of business decisions requires the manager to understand statistical software and interpret statistical results. Whether you are charged with performing the statistical analysis or not, you must be able to determine whether presented statistical results make sense and are reasonable.
➢ Require the use of statistical computing software:
   o Excel, Excel's Data Analysis Add-in, StatCrunch which is included in MyStatLab
   o Manual calculations will not be accepted unless the item instructions indicate otherwise.
➢ Detailed information for each case assignment will be **Carmen >** AU18 BUSMGT 2320 > **Modules > Cases.**
➢ Teamwork: You will work with a group of your peers to complete each case. Collaboration among all team members is required on all parts of the assignment. You may *not* "divide and conquer" the assignment.
   o The members of each team will be determined by the instructor.
   o We cannot control when a student will drop the class or simply refuse to participate, so be prepared to solve the entire case, no matter what.
   o Each case will allow you to practice and improve not only your statistical skills, but also your written communication skills. Your assignment submission should be worthy of presentation in a professional setting.
   o Each student's contribution to their group's case solution will be peer evaluated by the other team members. Negative peer evaluations for a team member will result in a lowered case grade for that student. The assigned grade for a non-participative student can be 0.
      ▪ Be advised that students given low peer evaluation scores will be teamed together for the next case or may even be required to complete the next case alone.

Technology Help	
OSU	For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7. • **Self-Service and Chat support:** http://ocio.osu.edu/selfservice • **Phone:** 614-688-HELP (4357) • **Email:** 8help@osu.edu • **TDD:** 614-688-8743
FISHER COB	Lab facilities are available on the lowest level of Mason Hall *for use by students accepted to the FCOB*. These facilities are not open to non-FCOB students, and no exceptions are ever made. For questions related to the use of these labs that the lab monitors can't answer, get help at helpdesk@fisher.osu.edu
PEARSON	See document titled "Trouble-shooting in MyStatLab" posted on Carmen.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact one of the instructors.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (https://oaa.osu.edu/academic-integrity-and-misconduct)

Ten Suggestions for Preserving Academic Integrity (https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct)

GRADE APPEAL POLICY

Although we make every effort to grade in a consistent and fair manner, occasionally an error is made or a student feels that an error has been made.   Any notification of a missing grade or request for re-evaluation of a grade must be **submitted, in writing, within two weeks** of grade availability. Any re-grading of work will result in the entire document being re-evaluated. You must check your scores in MyStatLab and in Carmen regularly. Claiming ignorance of a missing grade will not be accepted as a legitimate reason to revisit a grade after the two week deadline.

COMMUNICATIONS REGARDING GRADES

Due to increased security concerns by the University regarding "sensitive" information, _absolutely no_ student grade information will be shared via e-mail.

DISABILITY ACCOMMODATION

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students with such accommodation must inform the instructor as soon as possible of their needs. In the case of special exam accommodation, you, the student, are responsible for ensuring that your proctor form has been properly filled out, signed, and returned to the Office for Disability Services according to their scheduling requirements. If you fail to do so, and ODS will not provide proctoring for you, you will take the exam as scheduled for the class with no special provision. The Office for Disability Services is located in 098 Baker Hall, 1l3 West 12th Avenue; telephone 292-3307, TDD 292-0901; General business email: slds@osu.edu ; Exam accommodations email: slds-exam@osu.edu

GRADUATING SENIORS

Graduating seniors must make their status known to their instructor at the beginning of the semester and follow up with a reminder during the last week of classes.

TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

TIPS FOR SUCCESS IN THIS COURSE

1. Attend all lectures and recitations with a positive attitude.

2. Stay current with the course material. Each week's material uses the prior weeks' material as foundation. It is difficult and risky to build on a weak foundation.

3. Practice as many problems as time will allow. You cannot learn to swim without getting into the water; you cannot learn to prepare gourmet meals by watching "Iron Chef;" you cannot learn statistics without putting pencil to paper (or fingers to keyboard) – a lot!

4. Ask questions. Seek help, in class and out. Take advantage of the 50+ weekly office hours.

5. Take effective notes. Often times your instructor's comments are more important than what is already printed or gets written.

6. Communicate any problems you are having or emergencies that arise to your instructor or TA immediately. We can be of most help when asked or notified with ample lead-time.

7. Participate in any open discussions.

8. Form study groups. Studying with other students is definitely encouraged. Articulating the material in your own words is helpful in reviewing the lecture material, as is testing each other on content.

TESTIMONIALS

…. "I was asked to explain how I would attack a particular business problem in my interview with _L Brands_, and I was able to use what I learned from one of our case studies to respond. They were really impressed! I was offered an internship."

… and I was a student in your business statistics class during Autumn of 2015 at OSU. I'm currently interning at Cardinal Health as a marketing analyst, and I thought I would say thank you for all that you taught me during that class. Many of my projects require a deep understanding of the statistical models we learned about, and I've been simplifying most of the work using my experience in Minitab. Thank you for the thorough instruction and keep up the excellent work!

…. although the material had not been my favorite at the time, I learned much throughout your class. Currently, I am interning at GE Lighting in Cleveland, and ***have used what you taught in class more than I thought! We are currently learning about Six Sigma with Green Belts and Black Belts, and, I understand much more than my fellow interns.*** Specifically, the case studies you had used in class have helped a great deal. I just wanted to shoot you an email thanking you for the class. Even though the material was hard at first, ***understanding even the basics have benefitted greatly in the workplace***.

….I just want to thank you for helping me during office hours... Honestly, it was intimidating to come to the first office hour, but after getting to know each other better and you helping me answer my questions and understand concepts, I felt like I was a fool for not coming earlier before midterm 1!!! With all the professors I've had up until my 2nd year, I think you've been the most helpful and influential. Thanks you so much, again for a great semester!

….I just wanted to send you a quick e-mail. I know I told you this in your office before the final but I wanted to let you know again how much I **appreciated your class**. I received a B this semester in your class and it was the hardest B I've ever worked for. **From your class I learned how to study and balance things on a whole new level** …..

APPLICATIONS

Real life problems have unique characteristics. To help prepare you to handle the idiosyncrasies that life will throw at you, the cases and exams will not necessarily mimic the examples in the text and lectures; you may have to extrapolate your knowledge somewhat. Developing the proficiency to model and solve unique problems requires significant practice; it will not come simply from watching someone else. It is important to develop a strategy for problem solving by doing regular practice.

The application of Data Analytics, which includes statistical analysis, in the business arena continues to increase. Individuals with strong analytical skills are in high demand in all areas of business.

Accounting
- Estimate mean amount receivable among all customers
- Estimate costs by determining the relationship between a cost and some measure of the level of activity creating that cost, e.g., selling expenses and total sales, direct labor costs and batch size, electricity costs and hours of machine time

Finance and Economics
- Estimate average returns on investment
- Measure risk associated with investment instruments or portfolios
- Estimate relationship between price and demand
- Estimate relationship between performance of individual stock and the performance of a stock index

Human Resources
- Predict employee retention
- Assess relationship between employee screening tests and job success
- Estimate relationship between salary and employee characteristics to guard against discrimination or to explain severance packages

Marketing
- Understand market segmentation - estimate characteristics of likely consumers of a product
- Estimate exposure to advertising
- Estimate market share

Operations Management
- Estimate expected completion time of a project
- Estimate demand for a product during lead time
- Estimate relationships between revenues or costs and proximity to suppliers, skilled labor, etc.
- Determine service level

…. And so many more!

Week		Dates	Topic	Reading Assignment	Key Due Dates*
1	L	Th, 8/23	Course Introduction Intro to MyStatLab, Stat1430 Review	General Review of Stat1430	
		Sa, 8/25 **Su, 8/26**	**Stat1430 Quiz Review "Pre-mediation" Activity** **Details posted/announced separately**		
	R	M, 8/27 T, 8/28	Intro to Recitation Stat1430 Retention Quiz		
2	L	Th, 8/30	Hypothesis Tests [μ and p] Student's t Distribution	Chapter 9.2 – 9.4, Chapter 10 Chapter 11 Chapter 12.1 – 12.4	MyStatLab Q1
	R	**M, 9/3** **T, 9/4**	**Labor Day - no classes Monday** **Tuesday recitations – Stat1430 Quiz remediation**		
		W, 9/5	**Stat1430 Quiz remediation for *Monday* recitations, 8:00 PM – 10:00 PM** **Details posted/announced separately**		
3	L	Th, 9/6	HT Part II [μ and p] – Type I Error, Type II error, Power	Chapter 12.5, 12.6	MyStatLab Q2
	R	M, 9/10 T, 9/11	Review/Practice/Evaluation - HT		Tech Assign by 11:59 PM
4	L	Th, 9/13	Comparisons [μ_D, $\mu_1 - \mu_2$, $p_1 - p_2$]	Chapter 13 Chapter 14.5 Supplemental Notes	MyStatLab Q3
	R	M, 9/17 T, 9/18	Review/Practice/Evaluation - [Comparisons]		
5	L	Th, 9/20	Chi-square Tests	Chapter 14.1 – 14.4, 14.6	MyStatLab Q4
	R	M, 9/24 T, 9/25	Review/Practice/Evaluation – Chi-square Tests		
6	E	W, 9/26	Midterm 1, 8:00 PM, room tba		Midterm 1
	L	Th, 9/27	No classes		
	R	M, 10/1 T, 10/2	Go over Midterm Practice Case		
7	L	Th, 10/4	One-way ANOVA – Part I	Chapter 20.1 – 20.7	MyStatLab Q5
	R	M, 10/8 T, 10/9	Review/Practice/Evaluation – One-way ANOVA		**Group Case #1 - Carmen by 11:59 PM**

Week		Date	Topic	Reading Assignment	Key Dates*
8	L	**Th, 10/11**	**Autumn Break - No classes**		
	R	M, 10/15 T, 10/16	Review ANOVA		
9	L	Th, 10/18	ANOVA – Part II	Chapter 20.8 – 20.10	MyStatLab Q6
	R	M, 10/22 T, 10/23	Review/Practice/Evaluation - ANOVA		
10	L	Th, 10/25	Simple Linear Regression – Part I	Chapter 4	MyStatLab Q7
	R	M, 10/29 T, 10/30	Review/Practice/Evaluation – SLR I		
11	E	W, 10/31	Midterm 2, 8:00 PM, room tba		Midterm 2
	L	Th, 11/1	Simple Linear Regression – Part II	Chapter 4.8 – 4.11 Chapter 15 Chapter 16.1 – 16.3	
	R	M, 11/5 T, 11/6	Review/Practice/Evaluation - SLR II		
12	L	Th, 11/8	Multiple Regression – Part I	Chapter 17.1 – 17.5	MyStatLab Q8
	R	M, 11/12 T, 11/13	Veteran's Day observed 11/12 – No classes Tuesday recitations cancelled		
13	L	Th, 11/15	Multiple Regression – Part II	Chapter 16.6, 16.7 Chapter 18.1, 18.2, 18.5, 18.6	MyStatLab Q9
	R	M, 11/19 T, 11/20	Review/Practice/Evaluation – MR II		
14	L	**Th, 11/22**	**Thanksgiving Holiday – No classes**		
	R	M, 11/26 T, 11/27	Practice/Review/Evaluation – Regression		
15	L	Th, 11/29	Forecasting with Time Series	Chapter 19	MyStatLab Q10
	R	M, 12/3 T, 12/4	Review/Practice/Evaluation - Forecasting	Case 2 uploaded to Carmen by 11:59 PM	
16	E	F, 12/7	Final Exam, 8:00 PM, room tba		Final Exam

A MyStatLab HW will be due <u>every</u> Monday by 7:59 AM.