COURSE NUMBER AND TITLE: Business Statistics - BU 255 ZA

CLASS MEETING TIME: Thursday, 6 p.m.- 8:50 p.m., Metro Learning Center

PREREQUISITES: MA110, 161 OR 165

INSTRUCTOR: Rich Delaney, Rich@2020marketing.com


SUPPLEMENTAL MATERIALS: Hand Calculator

COURSE DESCRIPTION:

The Business Statistics course is designed to introduce the student to both descriptive and inferential statistics as they apply to business. This course includes summarization of raw data and graphic representation of data, measures of central tendency, dispersion and skewness, probability concepts, some discrete and continuous probability distributions, simple random sampling method and sampling distributions, tests of hypotheses for large and small samples, simple linear regression and correlation analysis, Chi-Square applications and analysis of ranked data in non-parametric methods. This course includes the use of statistical software Microsoft Excel/SPSS.

COURSE OBJECTIVES:

1. Learn to convert data into useful information using graphs, charts, tables, and use a variety of statistical measures (mean, median, mode, standard deviation etc.) by themselves and in conjunction with graphical techniques.

2. Learn to quantify uncertainty and basic rules that govern probability operations. Get familiar with discrete and continuous probability distributions and learn how to use them in decision making.

3. Learn about population, sample, sampling error, the distribution of sampling errors, and the steps needed to develop and interpret statistical estimations of various population values.

4. Learn how to determine whether the sample information tends to support or refute the statement about a population parameter, and also recognize the importance of making an error in hypothesis testing.

5. Learn to determine whether sample data come from a population having specific characteristics.
(goodness-of-fit tests).

6. Learn the techniques for modeling the linear relationship between the two variables and get acquainted with the basic terminology of forecasting and time-series analysis.

7. Learn to test when the data analyzed are nominal or ordinal and the underlying populations being analyzed are non-normal.

8. a. Gaining factual knowledge (terminology, classifications, methods, trends)
   b. Learning fundamental principles, generalizations, or theories
   c. Learning to apply course material (to improve thinking, problem solving, and decisions)
   d. Learning to analyze and critically evaluate ideas.

COURSE EVALUATION / PROCESS LEARNING ACTIVITIES:
The outcome of this course will be measured by four examinations, critical thinking assignment, participation including attendance, and home-work. The break down of percentages for the course is shown in the EXAMINATION SCHEDULE AND WEIGHTS below. The overall accumulation of percentages required to obtain a certain letter grade is shown in the GRADING AND OTHER POLICIES.

EXAMINATION SCHEDULE AND WEIGHTS:

<table>
<thead>
<tr>
<th>Summary of Grading Elements</th>
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<tbody>
<tr>
<td><strong>4 Exams</strong></td>
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<tr>
<td>Class presentation on special assigned problem along with paper</td>
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<tr>
<td>Class participation</td>
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<tr>
<td>Final</td>
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<tr>
<td><strong>Total</strong></td>
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******* Exams, papers, and presentations will be scheduled based on class review and discussions during the second week of class.  *******

GRADING AND OTHER POLICIES: Overall accumulation of percentages earned:

- 90 percent and above :A
- 80% - below 90% :B
- 70% - below 80% :C
- 60% - below 70% :D
- Below 60% :F

Adjustments may be made if a curve for grading is determined to be necessary.
Course Policies: No make-up examination will be provided without a valid documentary proof acceptable to the instructor. All make-up examinations will be given during the final exam week. Home work or assignments turned in late will not be graded. Critical Thinking assignment, homework assignments, and excel assignments must be your own work (must not be done as a group). If you are unable to attend class, you still can turn in the assignment through e-mail.

WRITING REQUIREMENTS: A critical thinking assignment is required for this class. A paper may be required. The purpose of the paper is to expand your knowledge in this area. The grading criterion for the assignment include: 1) identification and summarization of the problem/question; 2) Identification and consideration of other salient perspectives and positions that are important to the analysis of the issue; 3) Identification and assessment of quality of supporting data/evidence and addition of additional data/evidence related to the issue; 4) Identification and assessment of conclusions, implications, and consequences. It will also include relevance, content, organization, clarity, professional language, appearance, format, proper spelling and grammar. The paper should include a bibliography (MLA format) of materials you utilized in the analysis of the problem. For academic integrity, appropriately cite any quotations from your sources. The paper should include your name, course and number, Subject (what you identified as the problem) and due date of the paper.

The paper should be written as a summary that is no more than 4 pages in length. For the paper use single-spacing with double spacing between all paragraphs, use 12-point type, one font (similar to Times New Roman) throughout the paper, and one-inch margins.

Business Statistics
1. Must be logical (think rationally) and must be detailed
2. The course is highly cumulative and has an extensive technical vocabulary
3. It is a precise field. A seemingly minor mistake in procedures may lead to a very wrong answer.
4. Luck is NOT the key to succeed in Statistics.

SCHOOL OF BUSINESS ASSURANCE OF LEARNING (BSBA)

All faculty members in the Business Administration & Education Department are committed to upholding certain learning objectives for their students in accordance with ASCSB accreditation standards. As such, the courses students
take in this department seek to meet at least one of more of the following objectives as part of the BSBA degree:

A. Proficiency in written and oral communications
B. Demonstrated effective use of technology
C. Demonstrated awareness and understanding of other cultures
D. Demonstrated knowledge of the fundamentals of business disciplines
E. Demonstrated critical thinking skills involving business and ethics

LEARNING EXPERIENCE

The objectives of this course include acquiring knowledge of finance and concepts as well as developing analytical skills to diagnose and solve strategic problems. The course employs multiple methodologies such as case discussions, readings, and lectures. The text and readings expose you to the latest issues, theories, and frameworks in finance. The class lectures outline and clarify these issues, theories, and frameworks. We spend a lot of time delving into real-world and in-class case discussions exposes you to both the subjective and objective dimensions of the topic.

This is a highly interactive and case study-based course! We will discuss interesting finance issues in a non-threatening classroom environment. However, it is imperative that each one of you is WELL-PREPARED on a DAILY basis to participate in class, by knowing the material and preparing your thoughts about it.

Discussions in each class will be on the text materials that were assigned and relevant materials brought in by students that relates to the readings.

This course includes numerous qualitative and quantitative subjects, which require appropriate learning efforts by you, the student. Have an attitude that you want to learn.

Credit: 3.0 Undergraduate Credits

ACADEMIC DISHONESTY: At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course an act of academic dishonesty
occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. This policy is provided according to the Kansas Board of Regents directive. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in Section 9A-04 of the Faculty Handbook. I will appropriately address any suspicion of academic dishonesty.

**STUDENTS WITH DISABILITIES:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication among students, the Office of Disability Services, and the professor will be strictly confidential. Office of Disability Services is located at 001 Memorial Union. Contact info: 620/341-6637 Voice, 620/341-6646 TTY, or e-mail disbser@emporia.edu.

**Emergency Preparedness:** In the event of a fire, exit the building and meet in the parking lot. In the event of a tornado, use the center hallway or designated area. If anyone needs special assistance, please advise me so special arrangements can be made. Stay in the designated area until I account for all students. For inclement or bad weather, check your stumail to see if the class has been canceled. You can also call Distance Education at (620) 341-5385 or check the website: www.emporia.edu/distance/ under WEATHER ANNOUNCEMENTS.

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Class Participation

The business world expects you to be able to both communicate ideas and respond constructively to the ideas of others. Class participation prepares you for this aspect of the workplace and helps to give you confidence in your ability to think, communicate, and build upon the ideas of others around you. In this course, you integrate your existing functional skills and display and practice them in an atmosphere that is far more forgiving than the real world (although you may think otherwise!). It is critical (to the success of this case study-based course and its enjoyment by all of us) that you take this opportunity to develop your analytical and communication skills. To do this, you **MUST** participate. In order to pass the class, you must
participate frequently during the semester, at an appropriate quality level.

I expect you to substantiate your comments with the facts of the case or from other readings. **Anecdotal comments are insufficient to substantiate a meaningful point.** Since attendance is required for participation, I expect you to be present for all classes, including class presentations.

You should note that solutions to problems are varied, sometimes, but not always, with no clear right or wrong answers. **The goal of the class discussions is NOT to come to a comfortable consensus but, instead, to learn about the dynamics of difficult and complex problems.** Often the best strategic solution becomes apparent over time. For this reason, the fear of being wrong should not inhibit your participation. Instead, you should come well prepared to each class—particularly for the chapter review and problem solving classes—and be ready to answer questions / discuss your perspective on issues.

*My role is that of a facilitator, i.e., to help you: (a) understand and apply strategic thinking, and (b) communicate and learn from each other in class.* Because your participation is so vital to the overall success of the class, I will record class participation grades.

**Grading Criteria for Class Participation**

(a) **Class attendance is absolutely essential for this course:** the participation grades reflect attendance. Only documented illnesses, emergencies, religious holidays and university engagements will be recognized as legitimate absences. It is best to contact me promptly in case of a legitimate absence. **Non-legitimate absences will result in severe deductions** from your class participation scores.

(b) **Disrupting the class will negatively affect your participation grade.** This includes arriving late to class. Respect your fellow students and professor and do not disrupt the class in any way.

(c) **Participation grades depend on the quality and quantity of participation.**

In evaluating your contributions to case discussions, I use the following questions:

1. Have you read and analyzed the material in depth?
2. Are you a good listener? Do you listen and learn from others in class?
3. Does your participation fit in with the flow of the class discussion and show
that you have been listening and reacting to others’ points?

4. Do you constructively debate points with other students? Do you provoke a positive dialogue with other students?

5. Do you present useful recommendations justified by your analysis and/or by the class discussion?

6. Do you help us to look creatively at strategic problems and solutions?

I place less value on participation that primarily repeats case facts without analysis or disrupts the flow of the class discussion without reason.

If you attend class but do not regularly participate in the discussion, do not expect to receive a passing grade in class participation. Remember that effective communication is critical in the business world and that, if you have problems communicating (for example, due to shyness), this class provides you with the opportunity to tackle them. Feel free to discuss any participation issues with me (before it’s too late and the semester is ending!) – I will do my best to assist you, as long as it’s early enough in the semester.

Classroom etiquette and electronic items:
As a matter of courtesy, the wearing of headphones during class time and exams is not permitted, and cellular phones need to be off while in class. Texting is not permitted unless you are a doctor and are on call for life threatening emergencies. Laptops unless being used to take notes, do exams, or used for a class related issue are to be closed. In other words, be respectful to your peers in class and provide your full attention.

TENTATIVE SCHEDULE OF TOPICS TO BE COVERED:

<table>
<thead>
<tr>
<th>Date</th>
<th>Ch</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Ch. 1</td>
<td>Meaning of Business Statistics; Why Study</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Ch 2</td>
<td>Construction of a Frequency Distribution</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Ch 3</td>
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<tr>
<td>Feb 3</td>
<td>Ch 4</td>
<td>submit presentation topic</td>
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<tr>
<td>Feb 10</td>
<td>Ch. 5</td>
<td>+ TEST</td>
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<tr>
<td>Feb 17</td>
<td>Ch 6</td>
<td>submit presentation topic</td>
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<tr>
<td>Feb 24</td>
<td>Ch 7</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Notes</td>
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<tr>
<td>Mar 3</td>
<td>Ch 8</td>
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<tr>
<td>Mar 10</td>
<td>Ch 9</td>
<td>+ TEST</td>
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<tr>
<td>Mar 17</td>
<td>Ch 10</td>
<td>(St. Patrick’s Day – please show up sober)</td>
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<tr>
<td>Mar 24</td>
<td></td>
<td>Spring Break</td>
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<tr>
<td>Mar 31</td>
<td>Ch. 13</td>
<td>+ TEST</td>
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<tr>
<td>April 7</td>
<td>Ch 15</td>
<td></td>
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<tr>
<td>April 14</td>
<td>Ch. 16</td>
<td>+ TEST</td>
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<tr>
<td>April 21</td>
<td>Ch 17 &amp; 18</td>
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<tr>
<td>April 28</td>
<td>Ch 19 &amp; 20</td>
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17. **Final comprehensive May 5th**

Final Exam—problems and essay questions—open book and notes.

Circumstances during the semester may lead to revision of the course content and schedule.