Statements for STA 2000 Fall 2024

STA 2000 **Section FMWA** **Fall 2024**
Course ID: hwang68463 **Class Room: B - Vert 4-125**
A word of caution: Must enroll in MyStatLab by 09/17/2024.
If you are not enrolled in MyStatLab by 09/17/2024, you will receive WU grade

Statement to help STUDENTS UNDER STRESS

At Baruch, we acknowledge that as a student, you are balancing many demands. During the semester, if you start to experience personal difficulties or stressors that are interfering with your academic performance or day to day functioning, please consider seeking free and confidential support at the Baruch College Counseling Center. For more information or to make an appointment, please visit their website at https://studentaffairs.baruch.cuny.edu/counseling/ or call 646-312-2155. If it's outside of business hours (Monday-Friday 9-5pm) and you need immediate assistance, please call 1-888-NYC-WELL (888-692-9355). If you are concerned about one of your classmates, please share that concern by filling out a Campus Intervention Team form at https://studentaffairs.baruch.cuny.edu/campus-intervention-team.

Statement for STUDENTS WITH DISABILITIES

Baruch has a continuing commitment to providing reasonable accommodation for students with disabilities. Students with disabilities who may need some accommodation to fully participate in this class should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu or call 646-312-4590. Students who need accommodation should contact the instructor as soon as possible.

Statement for ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

Last three slides of this file gives details about ACADEMIC INTEGRITY.

Please also see the Baruch College Website for Further Information at:
www.baruch.cuny.edu/academic/academic_honesty.html

Statements for STA 2000 Fall 2024 Continued

Statement for RELIGIOUS ACCOMMODATIONS

REQUESTS FOR ACCOMMODATIONS

1. Students requesting a religious accommodation should contact the Office for Student Affairs at the College or unit in which they are enrolled. The Chief Student Affairs Officer, or a designee, and the student will engage in an interactive process with the goal of finding an acceptable accommodation.

2. Consistent with New York State Education Law § 224-a, students who are absent from school because of a religious belief will be given the equivalent opportunity, without any additional fee charged, to register for classes or make up any examination, study or work requirements missed because of such absence on any particular day or days.

3. Employees and applicants requesting a religious accommodation should contact the Office of Human Resources at the College or unit where they are employed or applying. The Director of Human Resources, or a designee, and the employee/applicant will engage in an interactive process with the goal of finding an acceptable accommodation. Classified civil service candidates who are required to take an exam or attend a hiring pool and are seeking an accommodation should follow the written instructions provided on the exam application, hiring pool instructions, or contact the HR Advisory Services unit in the Office of Human Resources Management in the Central Office.

4. Individuals requesting accommodations may be required to submit an intake form. In the case of requests for religious accommodations, the interactive process may include a consideration of a variety of factors, such as the individual's religious practices and the functions and requirements of the academic program or job. Reasonable accommodations may include, but are not limited to, flexible arrival and/or departure times, permission to make up a test or lecture, leave or assignment changes, time and/or space to pray, or an accommodation relating to appearance or dress.

5. CUNY generally will not question that a request for religious accommodation is based on a sincerely held belief. However, if CUNY has genuine reason to doubt that a belief qualifies as religious, or is sincerely held, CUNY may make a limited inquiry, asking for supporting documentation. The documentation submitted may include the requestor's first-hand explanation, or explanations from others, such as a religious official or clergy member, who are aware of the religious practice or belief.

6. A grant or denial of the request must be made in as soon as practicable, taking into account the urgency of the request, and sent in writing to the individual making the request, either stating the accommodation, or for denials, the reason(s) the request was denied.

Statements for STA 2000 Fall 2024 Continued

APPEALS

Students, employees, and applicants may appeal a denial of their accommodation request by filing a complaint with the Chief Diversity Officer at their College or unit. The Chief Diversity Officer, or a designee, will mediate to try to resolve the issues between the individual and the College to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the Chief Diversity Officer, or a designee, will investigate the complaint and make a recommendation to the College President, or if the employee works at the Central Office, then to the Vice Chancellor for Human Resources Management. The College President or Vice Chancellor for Human Resources Management will make the final determination concerning the complaint. If the employee is covered by a collective bargaining agreement, the employee may discuss the matter with a union representative and exercise any rights available under such agreement.

ACADEMIC SUPPORT

Visiting Baruch's academic support services is correlated with higher grades. I encourage all students in this course to take advantage of these services: visit the tutors at SACC, work with the consultants at the Writing Center and Tools for Clear Speech and take advantage of office hours! Visit early and often!

Early in the semester, I will receive a survey that asks me to identify students who might be struggling in class. Those I name will be prompted by an email or text to visit one of our support services. Please respond to those invitations to meet with a tutor or consultant. Students who visit these services do better in their classes than students who do not.

There's no need to wait for an alert message to get help—you can start working with tutors from the start of the semester.

Want more information? Try these links:

- SACC (Student Academic Consulting Center): SACC supports the academic success of undergraduates at Baruch College through small group peer tutoring and other programs, serving students in a wide variety of subjects across the curriculum. https://sacc.baruch.cuny.edu/
- Writing Center: The Writing Center offers free support to all Baruch students. Our professional consultants work collaboratively with you to deepen your writing and English language skills. https://blogs.baruch.cuny.edu/writingcenter/
- Tools for Clear Speech: TfCS offers a broad range of free tutorial sessions, workshops, and online practice to enhance the oral communication skills of Baruch's non-native English-speakers, multilinguals, and English language learners. https://tfcs.baruch.cuny.edu/

Course Description STA 2000: Fall 2024

STA 2000 Section FMWA Fall 2024 Course ID: hwang68463
Business Statistics:
Course Description, Requirements & Syllabus

Professor: BALWANT SINGH GILL
Office: Room: VC 12-210 at Cubicle 245
Telephone: (646) 312-3429
Office hours: Monday, Wednesday – 2:30 PM to 3:30 PM
Email: balwant.gill@baruch.cuny.edu

COURSE DESCRIPTION

This course provides students with the statistical tools and concepts needed in business applications. Topics include: proper tabular and chart presentation; interpretation of descriptive measures; applications of probability and the normal distribution; confidence interval estimation; hypothesis testing; and simple linear regression models. Emphasis is on understanding data analysis and interpretation. Computations are facilitated using standard spreadsheet software, a valuable tool for the students. Discussions on ethical issues are integrated throughout the course. This course will enhance skills in critical thinking, as well as oral and written communication. Techniques learned in this course can be immediately put to use by the student.

COURSE OBJECTIVES

To provide the student with a fundamental background in both descriptive and inferential statistical methods that are useful in all areas of their business studies.
To make the student proficient in the use of the EXCEL software.
To enhance the student's skills in critical thinking.

Important Course Summary

COURSE MATERIALS

TEXT: Business Statistics: A First Course, 8th edition
Authors: David M. Levine, David F. Stephan, Kathryn A. Szabat

COURSE REQUIREMENTS

Homework assignments online (you will need the course code above to register with MyStatLab for the HWs)
Two midterms exam and a final exam – All exams will be online.
Final exam will be cumulative and departmental.

GRADING POLICY

Midterms	**25% each**
Final	**35%**
Homework	**15%**

Make ups will not be allowed and a missed exam or homework will automatically result in a zero.
I will drop the lowest homework score.

HOMEWORK ASSIGNMENTS

1. **All homework assignments will be provided via Pearson MyStatLab.**
2. **If you are not enrolled in MyStatLab by 09/17/2024, you will receive WU grades.**

FINAL EXAMS

1. Online Format: The final exam will be administered online.
2. Comprehensiveness: The exam covers material from the entire course (cumulative).
3. Lockdown Browser: You'll need to install the Pearson Lockdown Browser on your computer before the exam. Download and install it

Course Goals and Assurance

BBA Learning Goals

Analytical skills:
Students will possess the analytical and critical thinking skills to evaluate issues faced in business and professional careers.

Technological skills:
Students will possess the necessary technological skills to analyze problems, develop solutions and convey information.

Communication Skills:
Oral: Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Written: Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.

Civic Awareness and Ethical
Decision-Making: Students will have the knowledge base and analytical skills to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.

Assurance of Learning

BBA Learning Goals	Significant Part of Course	Moderate Part of Course	Minimal Part of Course	Not Part of Course
Analytical skills	o			
Technological skills	o			
Oral communication skills		o		
Written communication skills		o		
Civic awareness and ethical decision-making		o		
Global awareness				o

Description of Topics

Topic I Introduction and Data Presentation (08/28/24, 09/04/24, 09/09/24)
(1.5 Weeks) Read Chapters 1 & 2 Sections 1-5 & 8; Chapters 1 & 2 Excel Guides
- Introduction to Statistics
- Data and Variables
- Contingency Tables
- Bar and Pie charts
- Frequency and Percentage distributions
- Histograms and Polygons
- Cumulative Distributions

Topic II Data Characteristics and Summary Measures (09/11/24, 09/16/24, 09/18/24)
(1.5 Weeks) Read Chapter 3, Sections 1-4 (omit Chebychev's Rule) & 6;
Chapter 3 Excel Guide
- Measures of Central Tendency
- Measures of Variability
- Shape and symmetry

Topic III: Regression and Correlation (09/23/24, 09/25/24, 09/30/24)
(1.5 Weeks) Read Chapter 12, Sections 1-3; Chapter 12 Excel Guide
- **Simple Linear Regression**
- **Measures of variation**

First Midterm: (0.5 week) 10/07/2024

Description of Topics (Continued)

Topic IV: Probability, Probability Distributions, & Sampling Distributions
(10/09/24, 10/15/24, 10/16/24, 10/21/24, 10/23/24, 10/28/24)
(3 Weeks) Chapter 4, Sections 1 & 2; Chapter 5, 5.1
Chapter 6, Sections 1 & 2; Chapter 7; Chapters 4-7 Excel Guide
- Rules of probability
- Conditional Probability & Independence
- Discrete probability distributions
- Continuous probability distributions
- Normal distribution
- Sampling distributions of means & proportions

Topic V: Estimation (10/30/24, 11/04/24, 11/06/24)
(1.5 Weeks) Read Chapter 8; Chapter 8 Excel Guide
- Confidence intervals for means and proportion
- Sample size determination for means and proportions

Second Midterm: (0.5 week) 11/11/2023

Topic VI: Hypothesis Testing Part I (11/13/24, 11/18/24, 11/20/24, 11/25/24, 12/02/24)
(2.5 Weeks) Read Chapter 9; Chapters 9 Excel Guide
- Basic Concepts
- One Sample tests for means and proportions

Topic VII: Hypothesis Testing Part II (12/04/24, 12/09/24, 12/11/24)
(1.5 Weeks) Chapter 10, Sections 1-3 (testing only);
Chapters 10 Excel Guides
Two Sample tests for means and proportions

Requirements for Lectures

- **Attendance and lateness policies: Every student is required to attend all in-person lectures. Sudent must come on time and leave at the end of each class session**
- **For courses with online or distance learning, there should be a table or explanation of how many credit hours in the course will be in face-to-face classes, and how many in the other forms 100% credit hours will be face-to-face classes**
- **Schedule of topics, and expected class dates: Chapters and topics with weeks appear along with topics Appended below**
- **Statement regarding academic honesty; Academic honesty will be followed as per CUNY and Baruch's policies. List of policies appended at the end**
- **Disabilities statement: Students with disabilities will be given one and half times more than that for regular time**
- **Assurance of learning chart**
- **Assignment mapping: Appended below**

Learning Goals of the Course

Sample Course Learning Goals

By the end of the semester, students will be able to:

1. **Organize and communicate statistical analysis results in an effective, concise manner**
2. **Identify and explain the impact of unethical corporate decisions on society**
3. **Evaluate statistical model and apply strategic solutions**
4. **Demonstrate understanding of the major areas of business where and how statistical methods are integrated with business**
5. **Discuss strategies for using statistical methods to advance business in the twenty-first century**

Skills that students will achieve

Analytical Skills	Students will possess the analytical and critical thinking skills to evaluate issues faced in concept and application of statistics to advance professional careers.
Technological Skills	Students will possess the necessary statistical skills to analyze problems, develop solutions and convey information.
Communication Skills: Oral	Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.
Communication Skills: Written	Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.
Civic Awareness and Ethical Decision-Making	Students will have the knowledge base and analytical skill to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.
Global Awareness	Students will know how differences in perspectives and cultures affect business practices around the world.

Assignments' Goals

Assignments	***Course Learning Goals***	***STA 2000 Learning Goals***
Assignment #1: (Defining andCollecting Data – Chapter 1) *Organizing and Visualizing Variables – Chapter 2)*	Understanding basic Terms used in the ensuing chapters, variable types Errors in surveys, and sampling methods Students will learn use of EXCEL to summarize, organize. and visualize the results and make presentations	Technological Skills, Analytical Skills In depth Understanding of sampling methods' Issues about quality of data being used. Correct definition of variable to store data Written Communication, Analytical Skills, Civic Awareness and Ethical Decision-Making, Ability to use appropriate method to visualize data for better clarity of achieving goals
Assignment #2: (Numerical Descriptive Measures Chapter 3) Simple Linear Regression (Chapter 12)	Understanding use of different measures and Shape of distribution, Quartiles, Box Plot, Correlation, Z Scores. Use of statistics to describe and interpret data, Prediction of Dependent variable	Written Communication Analytical Skills Global Awareness In depth understanding the use of measures and Forecasting of dependent variable
First Test (Chapters 1, 2, 3, Part of Chapter12)	To check how much material students could learn and use in practice	Civic Awareness and Ethical Decision-Making Global Awareness
Assignment #3 (Basic Probability – Chapter 4), Probability Distributions – (Chapter 5)	Concept of probability and its Laws, a priori and empirical probability, Simple and Joint Probability, Contingency Tables for Probability, Expected value and variance of variable	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness Application of probability for forecasting Written Communication, Analytical Skills

Assignments' Goals Contd.

Assignments	***Course Learning Goals***	***STA 2000 Learning Goals***
Assignment #3 Continued (Chapter 6)	Understanding Normal distribution and its uses to solve business problems, Checking if a data set follows approximate normal distribution	Written Communication, Analytical Skills Civic Awareness and Ethical Global Awareness Decision-Making Application of normal distribution
Assignment #4 (Sampling Distribution, CI estimates – Chapter 7 and Chapter 8)	Concept of Sampling Distribution, Central Limit Theorem, CI estimates of Mean and Proportion	Written Communication, Analytical Skills Global Awareness
Second Test (Chapters 4, 5, 6, 7, 8)	Identify the impact of teaching	Written Communication, Analytical Skills Civic Awareness and Ethical Decision-Making
Assignment #5: (Tests Hypotheses for Means and Proportions Chapter 9)	Understanding principles of hypothesis testing, pitfalls and ethical issues involved in hypothesis testing	Written Communication, Analytical Skills Global Awareness Application of Tests of hypothesis
Assignment #6 (Two Sample Tests for means and proportions) t test for independent and paired observations (Chapter 10)	Understanding and using tests of two means and proportions - Understanding use of t test for independent samples, repeated observations, and proportions	Analytical Skills Civic Awareness and Ethical Decision-Making Global Awareness Civic Awareness and Ethical Decision-Making, Global Awareness
Final exam: Cumulative exam of all readings and lectures	Demonstrate understanding of statistics as applied to areas of business	Analytical Skills, Civic Awareness and Ethical Decision-Making, Global Awareness

Academic Integrity Statements

Statement #1

- Baruch College's policy on Academic Honesty, which states, in part:
- "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."
- Academic sanctions in this class will range from an F on the assignment to an F in this course. [Note to faculty members: academic sanctions are at your discretion. Please note that in light of CUNY policies that permit students to retake and expunge from their GPA several courses they have failed, some members of the faculty prefer to award D's in place of F's.] A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. Additional information and definitions can be found at https://provost.baruch.cuny.edu/academic-affairs/academic_honesty/

Academic Integrity Statements Continued

Statement #2

- Cheating and plagiarism are serious offenses. The following definitions are based on the College's Academic Honesty website at: https://provost.baruch.cuny.edu/academic-affairs/academic_honesty/
- Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:
- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaborating on a take home assignment or examination
- Using unauthorized notes during a closed book examination
- Using unauthorized electronic devices during an examination
- Taking an examination for another student
- Asking or allowing another student to take an examination for you
- Changing a corrected exam and returning it for more credit
- Submitting substantial portions of the same paper to two classes without consulting the second instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers including the use of commercial term paper services
- Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:
- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
- Presenting another person's ideas or theories in your own words without acknowledging them
- Using information that is not considered common knowledge without acknowledging the source
- Failure to acknowledge collaborators on homework and laboratory assignment
- My policy is to give a failing grade [or insert the academic sanction you prefer; best is to include a range of possible sanctions] to any assignment that has been plagiarized or an exam in which you have cheated. [Again: academic sanctions are at the discretion of the faculty member, including an F for the course.] In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

Academic Integrity Statements Continued

Statement #3

- Learning involves the pursuit of truth, which cannot be pursued by presenting someone else's work as your own. By following the procedure outlined below, you will establish a basis of trust that will remain unless you provide reason to suspect it has been violated: Visit the college's Academic Honesty Policy website: https://provost.baruch.cuny.edu/academic_affairs/academic_honesty/
- Read the material it contains.
- Send me an email in which you truthfully state that you have read the web page, understood it, and that you agree to act according to the principles it expresses.
- Plagiarism For further discussion of plagiarism and clarification of its parameters, see the online plagiarism tutorial prepared by members of the Newman Library faculty at https://guides.newman.baruch.cuny.edu/plagiarism. If questions remain, ask me. Ignorance is not an acceptable excuse for unacceptable practices. For the record, if you violate the precepts of academic integrity you will receive a zero for the assignment [or insert the academic sanction you prefer] and your name will be forwarded to the Office of the Dean of Students, where a notation will become part of your file at Baruch