

Peru State College
Management 602 STATISTICAL METHODS AND DATA ANALYSIS
Syllabus – Summer – 2010

Instructor:	Dr. Greg Galardi
Office Hours:	Summer hours: By appointment. Please feel free to email me any time.
Office Telephone:	402-872-2427, 1-800-742-4412, ext 2427
Email Address:	ggalardi@peru.edu
Course Meets:	Online
Required Textbook:	Zikmund, W., Babin, B., Carr, J.C. & Griffin, M. Business Research Methods (8 th ed.). Mason, OH: South-Western Cengage. ISBN 1439080674 Publication Manual of the American Psychological Association (6 th ed.). Washington, D.C.: APA ISBN 1-4338-0561-8
Required Software:	Microsoft PowerPoint, Microsoft Word, Microsoft Excel Video access to a recording device

Course Description & Objectives A variety of statistical techniques frequently used in social science research are covered. Using statistical software, interpreting data, and drawing appropriate conclusions are emphasized.

Prerequisites: Admission to Graduate Studies and completion of College 501

Upon completion of this course, learners should have the ability to:

- 1) Understand descriptive statistics as applied to theoretical and applied research.
- 2) Understand statistical inference, statistical significance, and statistical concepts associated with theoretical and applied research.
- 3) Understand the difference between parametric and nonparametric statistical procedures and the appropriate use of such procedures.
- 4) Understand the premise and application of hypothesis development and testing in quantitative methodologies.
- 5) Understand the premise and application of research question development in qualitative methodologies.
- 6) Create and/or explain a measurement instrument designed to test a hypothesis the learner arrives upon in relation to a research project.
- 7) Understand the use of statistical analysis software and test results in conjunction with hypothesis testing.
- 8) Understand the use of data analysis software for qualitative methodologies.
- 9) Utilize a variety of library and electronic sources to locate research studies for evaluation of statistical methodologies.

These objectives will be discussed throughout the course as they fit into the School of Professional Studies and Peru State College mission and goal statements.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach

This course includes reading of the course text, power point presentations, handouts in electronic format, lecture notes, and other educational materials as deemed necessary will be utilized in this course. Students may be required to use freeware to accomplish class projects as required by the instructor. The instructor reserves the right to make changes in the schedule or syllabus to facilitate learning. Any changes will be communicated to learners in advance

Participation is vital to this learning experience. Consequently, learners are expected to complete all exercises as assigned, provide graduate student quality input on the discussion board questions and all assignments. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Assessment and Grading

Students will have their work assessed on class participation through the discussion board, a project paper, weekly quizzes, electronic exercises, and a statistical research project.

Class Participation:

Discussion Boards: 160 points

Active participation and discussion are vital to this learning experience. In order to foster a climate conducive to learning, please join me in treating your classmates with respect by posting on the Discussion Board professionally. There will be weekly discussion boards throughout this course. We have two goals for the discussion board. The primary goal of the discussion board is to share information regarding selected topics by the instructor to reinforce learning. A variety of discussion board topics will be posted each week. Each learner will be expected to provide initial information at least once a week and reply to two other people regarding their posting by Sunday at midnight. Our second goal is to sustain ongoing communication and collaboration regarding the topic at hand through thorough in depth postings. Failure of any student to post an original submission in any week will result in a minimum of a 50% grade reduction for that student. Failure to respond to at least two other learners will result in a 25% deduction each time a learner fails to respond for the week in a timely manner. Late work will not be graded and will receive a score of zero. I encourage learners to ask questions, seek my help when they need it, and help their classmates understand the material.

Quizzes: 160 points

This course has a wide variety of quizzes. On a weekly basis the learner will be required to complete a quiz over the assigned reading from the course textbook and any additional information presented by the instructor within the Blackboard Course Shell. The quizzes are constructed to insure the learner has the requisite knowledge needed to support an understanding of statistical methods and data analysis in both quantitative and qualitative research.

Electronic Exercises 120 points

Electronic laboratory exercises consisting of the use of statistical software, evaluation of analytical results, writing exercises based on scientific research, and/or assessment of statistical methodologies utilized in peer reviewed journals shall be completed on a weekly basis. Learners may use their choice of statistical software, however, all learners will be supplied with excel spreadsheets which provide the data to be analyzed for the exercises.

Cumulative Exam 100 points

Learners will be expected to complete a cumulative exam over the information presented in the course. This exam is due by Thursday, July 29, 2010 at midnight.

Statistical Research Project 100 points

As the culminating activity for this course, each learner will develop a statistical research project and provide a visual recording and explanation of their project. The use of the discussion board, electronic resources, the course textbook, peer review and input, and instructor review and input will allow individuals to develop and explain a measurement instrument (survey preferred) associated with a specific topic affiliated with the MSOM program. Learners may choose a topic with instructor approval, or ask for assistance from the instructor in selection of a topic. Guidelines for the project will be provided within the Blackboard course shell. The use of the discussion board and acornmail will be the primary mode of communication used to seek

assistance for this project. Learners should assist each other and review the ideas submitted by others to assist them in developing their project. All learners must also submit a video recorded presentation of their project, which can be viewed by the instructor on **Windows Media Player**, along with their project via the mail. The instructor must receive the project and paper no later than Monday, July 26, 2010 at midnight. The mailing address is Dr. Greg Galardi, 600 Hoyt, PO Box 10, Peru, NE 68421.

Late Assignment Policy:

Late coursework is generally unacceptable in this course. All work shall be submitted by the assigned times and dates.

Grading Scale

Your final grade is based upon the accumulated score of the quizzes, electronic laboratory work/writing exercises, discussion boards and the research project. The grading scale is based on the scale presented within the course catalog and listed below.

	Grade		Total Possible Points	Percent
			640 points	100%
To receive an	A	Learners must earn	576 points	90-100
To receive a	B+	Learners must earn	544 points	85-89
To receive a	B	Learners must earn	512 points	80-84
To receive a	C+	Learners must earn	480 points	75-79
To receive a	C	Learners must earn	448 points	70-74
To receive a	D+	Learners must earn	416 points	65-69
To receive a	D	Learners must earn	384 points	60-64
To receive an	F	Learners must earn	377.6 points	<60

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping

others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Tentative Course Schedule: All quizzes, e-exercises, and discussion boards are due each week by Sunday at Midnight. The final research project and presentation is due in my office by Monday, July 26, 2010. The final exam is due by Thursday, July 29, 2010 at midnight of week 8.

Wk	Reading and Quizzes	Discussion Board(s)/Projects
1	Chapters 12 & 13	Introductions, Topic Explanation & Selection Quiz 1 Writing Assignment 1
2	Chapters 14 & 15	Discussion Board 2 Quiz 2 Writing Assignment 2
3	Chapters 16 & 17	Discussion Board 3 Determining the correct sample size Quiz 3 Electronic Exercise 1: Sampling Calculator
4	Chapters 20 & 21	Discussion Board 4 Quiz 4 Electronic Exercise 2: Basic Statistics, Chi Square
5	Chapters 22 & 23	Discussion Board 5 Quiz 5 Electronic Exercise 3: T- Tests, ANOVA
6	Chapter 24	Discussion Board 6 Quiz 6 Research project/presentation development
7	Chapter 19	Discussion Board 7 Quiz 7 Research Paper/presentation development
8	Cumulative Exam Research Project Due	Discussion Board 8 Final Research Project/Presentation due by Monday, July 26, 2010 at midnight Cumulative Exam - Due by Thursday, July 29, 2010 at Midnight.

<p>Discussion Board Rubric</p> <p>Total Value</p> <p>20 Points</p>	<p>A</p>	<p>B</p>	<p>C</p>
<p>Initial Topic Presentation and Discussion</p> <p>10 Points</p>	<p>Student is able to eloquently present information on topic at hand and provides support for their beliefs through experiences, activities, or academic research. Information is provided in a manner that is understandable and concise.</p> <p>Original thoughts and considerations included.</p> <p>Student provides correct APA citation of their course textbook.</p> <p>Student provides correct citation of external source(s).</p> <p>Student provides working live link(s) in APA format on initial posts or responses.</p>	<p>Student discusses their own ideas, opinions, and conclusions about topic. Posting is comprehensible, but may not be fully developed to the point it allows others to better understand the topic.</p> <p>Depth of explanation slightly lacking.</p> <p>Student provides correct APA citation of their course textbook.</p> <p>Student provides external source(s), however, citation is incorrect.</p> <p>Student provides a working live links in APA format on initial posts or responses.</p>	<p>Student fails to provide key assertions or points regarding topic.</p> <p>Topic is directly from course textbook with no further explanation.</p> <p>Posting is difficult to understand.</p> <p>Posting lacks original thought or material.</p> <p>Posting lacks depth.</p> <p>Student fails to provide citations in initial postings.</p> <p>Student fails to provide working live links.</p>
<p>Review and Response to peer-student postings</p> <p>10 points</p>	<p>The student provides timely and constructive feedback on student-peer postings.</p> <p>Student comments could include a message which challenges assertions or strengthens the discussion at hand.</p> <p>Student provides working live links to other students in replies to their postings.</p>	<p>The student posts timely and insightful feedback that focuses on the posting on hand, however, does not assist in developing or strengthening conversation at hand.</p> <p>Student response to other postings may discuss the topic, however, not add to the conversation in depth.</p>	<p>The student posts I agree, "great idea" posts, or other posts that contribute nothing significant to the discussion at hand.</p>
<p>Professionalism, Punctuation, Grammar, Spelling and References</p>	<p>All students are expected to be courteous and professional in their postings. Excellence in punctuation, spelling, grammar and referencing are an expectation in all graduate coursework. Mistakes shall result in a deduction of 1 point for each error, with a maximum of 10 points being deducted each week. Postings with more than 5 errors shall receive a grade of zero.</p>		
<p>Failure to post to two other students will result in a 25% deduction for each posting missed. Late postings will not be graded: all receive a grade of zero.</p>			

FINAL PERSONAL PRESENTATION & PAPER (100 POINTS)

FAILING	UNACCEPTABLE	ACCEPTABLE	GOOD	EXCEPTIONAL
Paper is not well-defined– too narrow or too broad	Paper is vague or confusing	Paper has clear focus	Paper has clear focus and is unique; good explanation of criteria	Paper is complex; original and multi-dimensional: superior work
Organizational skills - completely failing- fails to arrange paper accordingly and does not follow format	Organizational skills are unclear, confusing- paper does not provide direction or follow suggested format	Organizational skills are acceptable- follows format and provides description of problem	Organizational skills good- follows format, provides description of problem, presents information in an understandable easy to follow format	Organizational skills are excellent – follows format, good chronology of problem, superior information presentation and documentation within paper
Content of paper fails to provide pertinent information according to criteria regarding statistical applicability.	Content of paper defines problem yet lacks supportive information of criteria regarding statistical applicability.	Content of paper provides basic background and description of problem according to criteria regarding statistical applicability.	Content of paper provides good depth and breadth of information to support criteria regarding statistical applicability.	Content of paper provides excellent breadth and depth of explanation in all categories beyond required criteria regarding statistical applicability.
Grammar, spelling and punctuation fails to reflect quality necessary for degree seeking BS/BA student- Student fails	Grammar, spelling and punctuation is poor, 5-7 mistakes	Grammar, spelling and punctuation acceptable, 3-4 mistakes	Grammar, spelling and punctuation good – 1-2 mistakes	Grammar, spelling and punctuation exceptional – no mistakes
Student fails to present information in a manner which audience can understand.	Student provides information out of sequence which leads to audience confusion.	Student presents information in an orderly process which allows audience understanding.	Student presents information sequentially which allows audience reflection and understanding.	Student presents information creatively, logically and sequentially which creates an atmosphere of audience reflection, curiosity and feedback.
Use of technology fails: student cannot demonstrate operation of media device or software for presentation purposes.	Use of technology is confusing and poor: student has difficulty utilizing media device or software.	Technology skills are acceptable: student utilizes media device and software competently.	Use of technology is good: student utilizes media device and software to support presentation while stimulating audience interest.	Use of technology demonstrates superior skill and knowledge: student utilizes media and software to reinforce key learning concepts while creating an atmosphere conducive to understanding topic.
Oral communication skills inappropriate – student cannot be heard, has difficulty speaking, and mispronounces words. Eye contact is non-existent. Student reads off paper, notes or a Power Point while speaking.	Oral communication skills need improvement: student encounters difficulty through mispronunciation or loses place while completing presentation. Sporadic eye contact with audience. Student repeatedly looks at notes or a Power Point during Presentation.	Oral communication skills are satisfactory: student speaks in a clear and understandable voice while exchanging eye contact with audience. Student looks at notes or at Power Point occasionally (4-5 times) during presentation.	Good oral communication skills used: student speaks clearly, succinctly, and informatively while maintaining eye contact with audience. Student rarely (2-3 times) uses notes or a Power Point during presentation.	Excellent oral communication skills used: student speaks clearly, succinctly, and informatively via voice inflection and articulation. Student uses notes or Power Point (1 time) to emphasize key points while speaking in lieu of use as notes.