1 Accumulating Points

During the semester you will have several opportunities—described below—to earn points. At the end of the semester your points are totaled and your course grade is a function of your total number of points. The maximum number of points possible is 200, as detailed in Table 1. Below I will discuss the five categories of points in this table.

1.1 The Three Exams

The first midterm exam will cover Chapters 1–7 of the Course Notes. The second midterm exam will cover Chapters 8–14 of the Course Notes. The final exam will cover Chapters 15–22 of the Course Notes. Note that the final exam is not cumulative; it will not cover the material in Chapters 1–14. Also note that Chapter 23 will not be covered on any exam.

Approximately two weeks before each exam, I will post and email to you the 4–6 pages of notes that you may use during the exam. You should print these notes and bring them to the exam. Stating the obvious, by examining the notes you will learn the various ideas and formulas that you

<table>
<thead>
<tr>
<th>Source</th>
<th>Points</th>
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<tbody>
<tr>
<td>First Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Second Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>65</td>
</tr>
<tr>
<td>Homework</td>
<td>20</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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will **not** need to memorize. You are welcome to highlight the exam notes, but **may not add to them**. I will bring extra copies of the notes to each exam.

For each exam you will need a calculator that has a square root button. If you have a fancier calculator, that is fine, but you don’t need one. You will neither **need** nor **be allowed** internet access during any exam.

When I create my exams, I make two versions of each page of questions. The two versions of each question cover similar topics and are, in my opinion, equally difficult. I have been creating exams in this way for many years and nobody has ever complained that one version of a question was more difficult than the other. If an exam contains, say, five pages of questions, then by mixing the versions of the pages, I can create 32 different versions of the exam. (I don’t create that many, but I don’t tell you how many I create.)

I am announcing my method of creating exams to inform you. If my goal was to entrap people who are cheating, I would not tell you my method. Only a fool would believe that he/she has created an exam that makes cheating impossible; but my method does deter two common ways of cheating:

- Copying a neighbor’s paper; and
- Getting answers from a student who took the exam earlier.

This second item is particularly important in our class because I offer a great deal of flexibility as to when you take your exams. As described in another document (the Course Schedule), for each exam there will be three options for the day and time you take it.

If you have authorization from the McBurney Center for a private exam room and/or additional time on exams, contact me early in the semester so that arrangements can be made.

I will post practice exams, with solutions, in advance of both midterms and the final.

### 1.2 Homework

There will be 23 homework assignments, one each for Chapters 1–23 of the *Course Notes*. The due dates for the homework are given in the Course Schedule document. You will be submitting your homework electronically to a *dropbox* on D2L.

After you submit a homework assignment, you will have immediate access to its solutions. At 12:01 AM on each Monday, the solutions for the week’s homework will be posted on D2L. Thus, even if you do **not** submit a homework assignment, you will have access to its solutions.

If you want to submit homework late, place it in the *late homework dropbox* and email your TA. Give your TA your reason(s) for requesting a waiver of the deadline. **Do not contact me about homework issues** unless you want me to mediate a dispute between you and your TA.

Your TA will examine your homework carefully and give you feedback on any incorrect answers. The feedback might consist of: referring you to the posted solution; providing additional detail (beyond what is posted); or a suggestion that you talk to your TA at discussion or during an office hour.

If it appears that you made a good effort to complete the homework problems, you will receive one point for your submission, regardless of whether it is totally correct, partially correct or totally correct.
incorrect. The main reason for my casual approach to rewarding homework points is that I want to encourage students to work together on homework; by definition, it is impossible to cheat on the homework.

We will drop your three lowest homework scores. Thus, the maximum homework score is 20.

Please excuse a slight digression. I conjecture that the person(s) who designed the program for D2L is not happy when teachers allow students to drop low scores. I say this because D2L has a really annoying habit that has confused several of my students, namely, D2L cannot resist the urge to tell you it is dropping a particular homework score. It is probably easiest to explain this with an example.

Joe Student has submitted homework assignments 1–4 and received full credit for each of them. At this point in time, assignments 5–23 are in the future and, hence, each has a score of 0. D2L has the annoying habit of placing exclamation points (!) next to three of the ‘0’ scores for, say, assignments 5–7. If Joe clicks on an exclamation point to learn wassup (what is up), he obtains the following message:

This grade has been dropped from “Homework.”

On occasion, this message confuses a student, who ends up believing there is no reason to submit said homework because, after all, the computer has spoken. My advice is to tell D2L to shut up; I am running the course, it isn’t!

## 1.3 Projects

See the projects assignment document posted on D2L.

## 2 Determination of the Course Grade

Your course grade will be determined by the number of points you earn in the course. **There are no options for extra credit, so please don’t ask.** The Department of Statistics has created guidelines for the distribution of grades in its courses and instructors are expected to follow them, at least approximately. I will give more or fewer A’s depending on my perception of: how hard the class works and how good the work is. The former is easier for me to determine; for example, if everyone submits a project, I have evidence that the class is working hard.

I don’t like to give D’s or F’s in a general education course, but I will if either is the appropriate grade. If you find that you are having trouble in the course, please come to my office and we can talk about it.