

# **LSP 121**

## **Quantitative Reasoning and Technological Literacy II**

### **Winter 2017-18 (Online)**

**Instructor:** Miles Jackson

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Office hours: 14 E. Jackson M7 - Thursday 3:30 PM – 5:00 PM

#### **Course Description**

This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course is taught online where students are introduced to advanced computer tools for data analysis, including databases and a professional statistical software package

**Textbook:** none

#### **Prerequisites:** LSP 120

If you feel you already know the materials presented in this course, there is a placement exam you may take. You must take this exam within the first week of classes to waive the course this quarter. If you pass this exam, you will be waived from taking this course. Consult the [qrc.depaul.edu](http://qrc.depaul.edu) website for more details.

**Last Date to Drop:** January 15, 2018

**Last Date to Withdraw:** February 19, 2018

#### **Objectives of Course:**

This Quantitative Reasoning and Technological Literacy course is designed to help you to become a more confident, critical, and capable user of quantitative information of all kinds. In particular, it will help you to continue to critique quantitative arguments, whether given numerically, graphically, or in written form manipulate data via the creation and use of relational databases become acquainted with basic descriptive statistics and probability understand the basic concepts of algorithm creation and use Visual Studio in a Windows environment.

## Course Navigation

**The main course navigation is divided into the following sections:**

*Course Home* – This area includes the News section where key announcements will be posted throughout the quarter.

*Content* – This is where you'll find the syllabus, readings, module videos, and other resources.

*Discussions* – This is where most of our online interactions will occur during the course. This course is designed to encourage active participation and learning. You are expected to demonstrate your understanding of class materials by using developmental concepts, theories and research to explain or justify your comments and relate to your own experience. **Except for week 1, your first post is always due by Thursday of the week to earn a minimum of 7 points. The second post is due by Sunday of the week to earn the remaining 3 points.**

You are also encouraged to ask questions and to answer other students' comments in a respectful, responsible, and constructive manner. The online collaborative discussions are especially valuable because they allow everyone to benefit from voices and points of view that might not get expressed in a traditional face-to-face discussion.

*Quizzes* – *Practice* quizzes will be located here.

*Dropbox* – This is where you will submit your Activity and Homework each week.

*Grades* – This area displays grades and feedback you've received on any activity, homework, discussion and tests.

*Classlist* – Here you'll find a list of all of the participants in the course. You can click a *participant's* name to send him or her an email.

## Course Pacing

This course is divided into ten weeks. While the coursework will not require you to be online at a particular time, you will need to meet deadlines to keep pace with your classmates as the quarter progresses. All work in a week must be completed by the due date.

**Notes:** Students with disabilities or students who need accommodations for online learning should contact the Center for Student with Disabilities. The CSD office has two full-service office locations:

Lincoln Park Campus, Student Center 370, 773/325-1677 Loop Campus, Lewis Center 1420, 312/362-8002

**Macintosh users please read:** Students in the course are strongly encouraged to use a PC rather than a Macintosh as Activities will be demonstrated using MS-Office 2016 software on a PC running Windows 7. Students who try to complete these Activities on a Macintosh will find the work they must do does not match what was demonstrated in class. While MS-Office is available for the Mac, that version does not contain MS-Access, the database program taught in this course.

**Required Software:**

**Microsoft Access 2016.** You can download a 30 day free copy here

<http://office.microsoft.com/en-us/access/> This software is also available in all DePaul CDM Labs <http://www.cdm.depaul.edu/current%20students/pages/labs.aspx>

**Microsoft Excel 2016.** You can download a 30 day free copy here

<http://office.microsoft.com/en-us/excel/> This software is also available in all DePaul CDM Labs <http://www.cdm.depaul.edu/current%20students/pages/labs.aspx>

**Microsoft Visual Studio 2017 (will not need until week 9 of the term).** You can download a free copy for windows here

<https://e5.onthefhub.com/WebStore/ProductsByMajorVersionList.aspx?ws=0c08c3d0-f86f-e011-971f-0030487d8897&vsro=8> This software is also available in all DePaul CDM Labs <http://www.cdm.depaul.edu/current%20students/pages/labs.aspx>

Please note that the LSP 121 tutors can't help with the Visual Basic projects.

**Free software.** If you are enrolled in at least one CDM for-credit class, you can follow the instructions on this DePaul page:

<http://www.cdm.depaul.edu/Current%20Students/Pages/MSDNAA.aspx> to download a free, full copy of Visual Studio 2017 and Access 2016.

If you need or would like a free subscription to Office 365 (which includes Excel and Access 2013), you can go here <http://offices.depaul.edu/is/services/Software/Pages/Office-365-ProPlus-for-Students.aspx>

**DePaul Virtual Lab:**

LSP121 Windows PC student users:

- (For MS-Access) Will need to register for and use Office 365 Education Plus to use MS-Access on their personal PCs

LSP121 Mac student users:

- (For MS-Access) Will need to register for and use Office 365 Education Plus and obtain a different RDS app provided by DePaul IS to use MS-Access on their personal Macs.
  - o The instructions for implementation and use of MS-Access via the virtual lab are available on the MS-Access section of the vlab page here <https://offices.depaul.edu/information-services/services/Software/Pages/Software-for-the-Virtual-Lab.aspx>.
  - o Students should review and follow the instructions.
  - o The RDS app is offered to the student when they click on the Apple logo on the MS-Access section of the vlab page

Both PC and Mac student users:

- Will be able to use <https://labdrive.depaul.edu/StudentAccess/> to work with files on their own personal S: drive
  - o In this way you can move files into an area where you can use MS-Access (Mac)

- You will also be able to move files from the S: drive to work with other software (e.g. MS-Word, MW-Excel)
- Students should visit <http://software.depaul.edu>, select “Software for Personal Computers”, then “Microsoft Office 365 Education Plus” to obtain the correct Office 365 Education Plus software. It has directions/FAQ to guide them creating @mail.depaul.edu.

## Grading

### Students will be evaluated on the basis of:

1. 100 Points Activities
2. 100 Points Homework
3. 100 Points Discussions
4. 200 Points Quizzes

1 and 2. Activities and Homework – Each week there will be activities and homework to be done. Their purpose is to give you individual practice on the skills we are learning and to explore some ideas more thoughtfully and deeply. The videos will demonstrate the activity. The activities should be done individually. The homework is separate from the activity. The activities are due by the date posted in D2L. Most activities are due on Sunday, 11:59 pm. The first activity and homework will be due 1/7, 11:59 pm and the last activity will be due 3/11, 11:59 pm. Activities and Homework more than 1 week late will not be accepted. Total points 200.

3. Discussions - weekly participation on 10 discussion topics will count for 100 points. You are asked at a minimum to make two posts each week on or before Sunday at 11:59pm. Students are expected to compose a thoughtful response to (1) of their classmates’ posts by Thursday (of the same week) by 11:59pm (about 1 paragraph in length) to receive 7 points. The initial post should address the guided question provided in the module (This is done through referencing the text and providing insight). In addition, a direct and specific link to weekly reading, citing relevance to the discussion with page number Or – A URL or article link, with summary and relevance to the topic should be included in the initial post. Starting 1/8 the first post is due by Thursday, 11:59pm to earn 7 points. The 2<sup>nd</sup> post is due by Sunday, 11:59pm to earn the full 3 points (see the discussion rubric at the end of this document for further explanation). The first discussion topic will start week 1 and have a due date of 1/7. Late discussions will not be accepted. **See the rubric at the end of this document for specific discussion point distribution.**

#### 4. Quizzes

For Quiz 1 and Quiz 2, an online midterm examination will be given through D2L. If you cannot take an exam due to illness or family emergency, you must inform me in advance by phone or email. There are no makeup for the quizzes.

Quiz 3 is proctored and must be taken in order to receive a grade in the course. If you cannot take Quiz 3 due to illness or family emergency, you must inform me in advance by phone or email. In such situations, you will typically receive an incomplete grade in the course, and we will make arrangements for you take Quiz #3 soon as possible the next term.

The combined average of the three quizzes must be a passing grade to pass this course (this is to ensure that you are capable of doing some work on your own).

Quiz 1:(1/24-1/29) 65 points

Quiz 2:(2/14-2/19) 65 points

Quiz 3:(3/7-3/12) 70 points

#### Grading Points

Point Scale:			
460 – 500	A	360 - 389	C
450 – 459	A-	350 – 359	C-
440 - 449	B+	340 - 349	D+
410 - 439	B	300 - 339	D
400 - 409	B-	295 - 299	D-
390- 399	C+	0 - 294	F

#### Incomplete and FX Grades

Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that you must be earning a passing grade at the time you request an incomplete grade. You should have completed most of the course, with at most one or two major forms of evaluation missing. Incompletes revert to an F if they are not resolved within one quarter. If such a situation should occur, please inform the instructor as soon as possible. A grade of FX is assigned if the student quits coming to class but never officially drops the course.

#### Academic Integrity

Violations of academic integrity, particularly plagiarism, are not tolerated. Plagiarism is defined by the university as:

*“..a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:*

- *The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.*
- *Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.*
- *Submitting as one's own work a report, examination paper, computer file, lab report or other Activity that has been prepared by someone else. This includes research papers purchased from any other person or agency.*
- *The paraphrasing of another's work or ideas without proper acknowledgement.*

*Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.*

*Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university" (DePaul Student Handbook).*

University policies on academic integrity will be strictly adhered to. Consult the DePaul University Student website for further details.

### **Tentative Weekly Schedule** *This schedule can change without notice*

Week 1: Introduction to Statistics

Assignment and Homework due 1/7

Discussion posts due 1/7

Week 2: Correlation

Assignment and Homework due 1/14

Discussion post 1 due 1/11 and post 2 1/14

Week 3: Probability

Assignment and Homework due 1/21

Discussion post 1 due 1/18 and post 2 1/21

Week 4: Introduction to Databases

Assignment and Homework due 1/28

Discussion post 1 due 1/25 and post 2 1/28

Quiz #1 D2L (Weeks 1-3) (1/24-1/29)

Week 5: Database Queries

Assignment and Homework due 2/4

Discussion post 1 due 2/1 and post 2 2/4

Week 6: Database Forms and Reports

Assignment and Homework due 2/11

Discussion post 1 due 2/8 and post 2 2/11

Week 7: Database Switchboard

Assignment and Homework due 2/18

Discussion post 1 due 2/15 and post 2 2/18

Quiz #2 D2L (Weeks 4-7) (2/14-2/19)

Week 8 Computers, Algorithms and Flowcharts

Assignment and Homework due 2/25

Discussion post 1 due 2/22 and post 2 2/25

Week 9: Programming

Assignment and Homework due 3/4

Discussion post 1 due 3/1 and post 2 3/4

Week 10: Visual Basic.Net

Assignment and Homework due 3/11

Discussion post 1 due 3/8 and post 2 3/11

Quiz #3 Proctored (Weeks 8-10) (Will not need to code) (3/7-3/12)

**Learning Outcomes for LSP 121 (QRTL):**

- i. Statistics: Students will be able to make and interpret frequency distributions; summarize data with measures of center and dispersion; measure and interpret the association between variables; recognize the difference between correlation and causation; solve applied problems involving the normal distribution and z-scores.
- ii. Probability: Students will be able to recognize that seemingly improbable coincidences are not uncommon; evaluate risk from available evidence; and calculate basic, common probabilities.
- iii. Algorithms and reasoning: Students will be able to use sequential, logical thinking; develop algorithms to solve problems; use Activity Statements to create simple computer programs.
- iv. Database tools: Students will be able to enter data into a pre-existing database; import data from a text file or spreadsheet file into a database; filter records based on a single parameter and on multiple parameters; sort records with multiple sort keys; formulate and conduct queries; generate a report from a database; recognize the difference between a flat file and a relational database; create a relational database using two or more tables; construct a query for a relational database using joins; design and implement forms for data entry and create a switchboard.
- v. Professional Statistical Package: Students will be using tools in Microsoft Excel to make specialized statistics plots, calculate descriptive summary statistics.

- vi. Programming tools: Students will be able to construct the concept of algorithm through experimentation and reflection on everyday activities; articulate an accurate definition of an algorithm; recognize algorithms fitting the definition; construct the notion of a control structure and acquire the ability to trace simple program listings using flowcharts.

### **How These Learning Outcomes Will Be Met:**

1. Statistics and Correlation: Activity 1 is devoted entirely to basic descriptive statistics; Activity 2 discusses correlation using Microsoft Excel. Homework 2 reinforces these concepts.
2. Probability: Activity 3 covers an introduction to probability. .
3. Algorithms and reasoning: Activity and Homework 8 reinforces these concepts.
4. Database tools: Activities 4-7, introduce Access databases, table/query/form/report and switchboards. Homework's 4-7 reinforce these concepts.
5. Programming tools: Activity 9 and 10 introduces the concepts of sequential statements, and assignment statements. Homework 9 and 10 reinforces these concepts.



## Discussion Grading Rubric

A successful student in the online learning format is one who takes an active role in the complete learning process. Each discussion will offer you the opportunity to explore questions and comments related to your reading and understanding of **Math and Technology Literacy II concepts**. You are encouraged to actively participate in each discussion to enhance your learning experience throughout each week. All discussions are worth 10 points and there are 10 scheduled in the term.

1. Frequency - Our post week begins on Monday and ends on the following Sunday. At a minimum, students are expected to log into the course and contribute “countable” posts to the discussion topic on a minimum of two separate days per week, beginning no later than **Thursday except week 1**.
2. Quality – Quality assessment goes to the content of your contributions. If any given posts do not meet the quality standard it will not count. Examples of quality content posts include
  - Providing additional information to the discussion;
  - Elaborating on previous comments from others;
  - Presenting explanations of concepts or methods to help fellow students;
  - Presenting reasons for or against a topic in a persuasive fashion

Points	Frequency	Quality / Content/ Notes
0/10	1 or 2 posts after Thursday of each week, 11:59 PM	This does not apply for week 1.
7/10	1 post	1. Basic comment relevant to the discussion topic
8/10	2 posts / 2 separate days	1. Basic comment relevant to the discussion topic and 2. Expand on fellow students by stating you agree.
9/10	2 posts / 2 separate days	1. Basic comment relevant to the discussion topic and 2. Expand on fellow student's post with additional, supporting information, not just agreeing with for example one point listing you dislike/agree with, and why.
10/10	2 posts / 2 separate days	1. Basic comment relevant to the discussion topic and 2. Expand on fellow student's post with additional, supporting information, not just agreeing with for example one point listing you dislike/agree with, and why and 3. Direct and specific link to weekly reading, citing relevance to the discussion with page number Or – A URL or article link, with summary and relevance to the topic

Points will not be deducted for poor spelling and grammar until it becomes an impediment to comprehension. A student will be given one private email warning on this matter before deductions begin.