

FRAMEWORKS FOR BUSINESS PROBLEMS II
BCOR 2030-002 and 004
FALL 2020

Instructor: Don Wardell
Class Time: Monday/Wednesday 2:00 PM – 3:20 PM
Class Venue: Canvas
Instructor's Office: SFEBB 7215 (Mostly unoccupied Fall Semester)
Office Hours: Mon 3:30-4:30 PM or by appointment (through Zoom:
<https://utah.zoom.us/j/92383599868>, Passcode: BCOR2030)
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Course Description:

This course is a continuation of Business Problems I and is designed to present you with real problems of the type you are likely to encounter in the business world and to provide you with the tools and concepts you can use to address those problems. Course topics include a review of critical thinking and data collection methods, probability and probability distributions, sampling, statistical inference, regression and predictive analytics. Case studies will again be incorporated throughout the class to emphasize application of course to real business situations and to integrate topics.

Course Objectives:

An important aspect of business leadership is the ability to define and solve many types of problems. Inherent in the problem-solving process is the task of decision making. The best decisions are those that are data-driven. The overarching objectives of this class are to prepare you to think critically about business problems and to know how to analyze data and interpret the analysis. In particular, we will work on the following goals.

1. Learn to think critically by identifying and framing problems, by recognizing errors in reasoning, sources of biases and fallacies and errors of truth, and by differentiating between opinions and facts.
2. Be familiar with sample problem-solving frameworks, including Six Sigma and a subset of its tools.
3. Understand the importance of proper sampling and experimental techniques. Know the basics of random sampling and experimental design.

4. Understand the differences between a sample and a population.
5. Make inferences about means and proportions from data exhibiting variation.
6. Understand relationships between variables that exhibit variation, and use those relationships to make predictions and decisions.
7. Implement statistical analyses on a computer and understand the resulting output.

Methods of Instruction:

Overview

Due to the COVID-19 pandemic, this class will be an “Interactive Video Conference (IVC)” class, meaning that the class material will be delivered online. There will be two forms of online delivery: (1) via Zoom (details below) at the scheduled class time; and (2) via video lecture that is pre-recorded and that you can watch at your convenience.

While it does not apply to our class, if you do have any in-person classes, please remember that if you do not feel well, you should not go to campus for class. Also remember that if you test positive for COVID-19, you must self-report via coronavirus.utah.edu.

Interactive Video Conference (IVC) or Zoom

Our class is scheduled to meet two days a week as indicated at the top of the syllabus. Online delivery that takes place at a specific time is known as “synchronous” delivery. Hence the principal method of instruction for the class is synchronous online delivery.

Class “Structure”

We will meet the objectives of the course through several different delivery methods, including traditional lecture, small group discussions and exercises and practice problems. In some cases we will also use a “flipped” format, where you will watch video lectures (more on this below) to gain a basic understanding of the course content and class time will be spent practicing and solving problems. In a few class sessions, we will also discuss some business cases to show the practical application of the material.

Zoom

We will use Zoom as our IVC platform. My expectation is that you will log in to Zoom at our regularly scheduled meeting times to participate in the class.

- The meeting ID for our Zoom meeting is 961 4389 7869 and the Passcode is BCOR2030. You can easily access the Zoom meeting via Canvas or you can go to <https://utah.zoom.us/j/96143897869>

I believe that most of you are familiar with Zoom by now, but I want to be sure you are aware of a few things. (The section of the syllabus on University and Eccles-School policies includes more suggestions and guidelines.)

- You can use Zoom on your computer or using a device such as a smart phone. I recommend a computer if at all possible, mostly because I will be sharing my screen and it will be easier to see if you have a larger screen. I understand, however, if that is not possible.

- If you do use a laptop, I recommend a microphone so you can ask questions easily, but it is not necessary. I will mute the mics (or you can do it yourself) so that background noise does not distract from the class.
- Zoom has a chat feature that will allow you to ask questions or make comments in writing if you don't have a mic or prefer not to use one.
- In the chat, you can send messages to people individually or to the entire group. You can also attach files if there is a reason to do so.
- I will have an assistant in the room monitoring the chat so that I can concentrate on delivering the content. The assistant will let me know when anyone asks a question or makes a comment so that I don't miss anything.
- If you enable your device's camera, other participants will be able to see you. There is no requirement that you have the camera turned on, but in some cases it helps me to see reactions to what I am teaching. It is completely up to you, however.
- It is possible to load a background into Zoom so that others don't see your environment. I believe that there are certain system requirements to use backgrounds, however, so it may not be possible for everyone.
- I plan to record anytime we use Zoom for the class. That will make it possible for you to review what we did if you like. It will also help any who are not able to participate live for any reason.
- If you do not want your image recorded, you can mute the camera.
- If you don't want your voice recorded, you can use the chat as described above. What is typed into the chat is not recorded.
- There are various views within Zoom. I probably recommend the speaker view, but you can experiment and find what you like the best. Sometimes when others make noise in the background, the view will move to their screens. To avoid that, you can "pin" the person that is presenting.
- Zoom has a few features that I plan to utilize.
 - At times, it will be helpful to break you into small groups for discussion. Zoom has breakout rooms to allow that to happen.
 - Zoom has a polling feature that I will use to get your opinions, to enhance participation and to gauge understanding of material we are discussing.

Video Lectures

I have created lecture videos for all of the content in the class. In most cases, I will ask you to watch the videos before you come to class. We will then use IVC time to review that material, to allow you to ask questions, and to practice working problems. Such an approach is referred to as a "flipped" classroom.

While I don't necessarily recommend it, it is possible to learn all of the material in this class through the video lectures (without coming to the regularly scheduled meetings). Therefore, if something arises that does not allow you to attend the IVC sessions, you have another resource to learn the material. Watching alone is not sufficient, however. See the next section for the main key to learning the material in this class.

Practice, Practice, Practice

Practice working problems will be essential to you learning the material. In most cases, we will utilize spreadsheet software (Excel) to analyze data. Through a variety of video lectures and demonstrations, in-class (IVC) problem-solving exercises and discussions, together with homework assignments and case analyses that ask you to apply the material discussed, you should develop a deeper understanding of business problems and solution methods.

Required Course Materials:

- Camm et.al. (2018), *Business Analytics*, 3rd Edition, Cengage Learning. *This is the same textbook that was required in BCOR 2020 so hopefully you still have a copy or are subscribed to Cengage Unlimited (<https://www.cengage.com/unlimited/>).*
- MindTap for the text above.
- Course Notes available through Canvas.

Grading:

Homework and Cases	30%
Quizzes	25%
Exams (3 @15% each)	45%

Homework: Homework will be assigned regularly to allow you to practice and learn the concepts and methods discussed in class. The vast majority of homework assignments will be done using MindTap, which allows you an unlimited number of attempts on all homework questions. (When homework is done through Canvas rather than MindTap, you will also be allowed multiple attempts.)

You can work as teams on homework assignments but must submit answers individually. All assignments are due on Wednesday nights at 11:59 pm as shown on the syllabus and as posted in Canvas and MindTap.

If you know ahead of time that you will have difficulty meeting an assignment deadline, notify me as soon as possible. I may be willing to make exceptions on a case-by-case basis. Under normal circumstances, a late penalty will be imposed on work submitted past the due date and time.

When using computers and technology, technical difficulties often arise. Please plan for this possibility and complete your work before the due date! Any excuses for late submissions due to such reasons are not acceptable. Please also test to ensure that all of your answers are correct before making your final submission. After the due date, no resubmissions for full credit are allowed.

Case Analyses: Cases will be used to expose you to actual business problems. You will be asked to put yourself in the position of the decision maker of the case to identify the problem, analyze the situation (including analyzing the appropriate data) and make a

decision based on your analysis. As with homework problems, you can work with others on the cases. We will discuss the cases during our interactive video conferences.

Quizzes: Quizzes will be given approximately weekly (except on exam weeks) and are to be completed individually. They will be based on the homework, readings and “in-class” discussions. If you work actively on homework assignments, you should do well on the quizzes. The quizzes will be administered through Canvas or Excel and will be open-book, open note. I will drop the lowest quiz score. When administered on Canvas, they will be timed; when using Excel, you will have more time but will be given a deadline by which to complete the quiz.

Exams: Three exams will be given to assess your understanding of the concepts and tools of the class. As with the quizzes, exams will be administered through Canvas or Excel and will be open-book, open note. Exam 3 is not comprehensive.

Reading Assignments and Course Notes: The reading assignments (shown in the tentative schedule) are meant to be supplementary (and in some cases complementary) to the notes. I will not test you on the reading; instead, you can use the material in the text to reinforce what I present.

The video lectures use PowerPoint files, which I will make available to you. We will refer to those files during our class time, so it may be helpful to have them handy, either electronic or in hard-copy form.

Class Participation and Attendance: Class participation and attendance are not graded. Nevertheless, class will be much more interesting and you will learn more if everyone is engaged in the discussion. Students who are willing to spend time engaging in in-class activities are likely to get better grades. In addition, those who invest time in watching the video lectures ahead of time are more likely to do better on assignments and quizzes/exams. In limited cases, attendance and participation may be used to make final decisions about students who are on the borderline between two grades.

Grading Scale: I intend to use the following scale to assign grades.

93% - 100%	A	77% - 80%	C+	60% - 63%	D-
90% - 93%	A-	73% - 77%	C	0% - 60%	E
87% - 90%	B+	70% - 73%	C-		
83% - 87%	B	67% - 70%	D+		
80% - 83%	B-	63% - 67%	D		

Feedback:

There are a couple of ways to provide feedback to me so that I can improve the course (while you are still in it).

Direct feedback: You are always welcome to provide feedback face to face (as much as possible during the pandemic), by telephone, or through e-mail (regular or Canvas).

Anonymous e-mail link: If you prefer to provide feedback anonymously, you can send me anonymous e-mail by going to <http://goo.gl/L9YDVA> (or using the link in Canvas). When you send the message, it will tell me that it is from Anonymous Feedback for Professor Wardell <noreply@qemailserver.com>. The only way you will be identified as the sender is if you choose to identify yourself.

I will most often respond to feedback both in class and via Canvas, through the Announcement tool.

Class Expectations:

Below are some things I believe that I can expect from you and you can expect from me. If you feel that there are other expectations, I am happy to discuss them.

What you can expect from me:

1. I will respect your comments
2. I will answer your questions, both in and out of class
3. I will be respectful of your time
4. I will ask for and respond to feedback
5. I will provide you with prompt and thorough feedback
6. I will work hard to make course material interesting and relevant
7. I will challenge you
8. I will behave in a professional manner
9. I will have fun

What I expect from you:

1. You will be attentive in class, participating with questions and comments. This also implies that you will be present in and on time to class.
2. You will respect your classmates, including their comments and questions
3. You will use proper Zoom etiquette and be polite during our class sessions (including in the chat) and when providing feedback
4. You will provide feedback
5. You will do all assignments on time
6. You will be honest on all homework, quizzes and exams
7. You will challenge yourself
8. You will behave in a professional manner
9. You will have fun

Computer and Calculator Information

Excel: In many class sessions, we will use spreadsheet software (Excel). It will be helpful to follow along with examples and to practice.

Calculators: In this class, we will not make extensive use of calculators, although you may find them helpful. In subsequent classes in the Eccles School, you will need to use an HP 10bII+ calculator to make computations when software is not available. This calculator has financial, scientific, and statistical functions, does not have wireless, and can be purchased for under \$30.

Canvas: I will use Canvas to provide you with access to several electronic course resources. I will also communicate with you using the Canvas email, discussion boards and announcement resources. Please review your notification preferences in Canvas so that you receive notifications from the class in a timely way. Also, please refer to the course modules in Canvas and on the syllabus for details regarding the flow of the class, including when and where to submit your assignments. In order to access Canvas, you need to have an active University Network ID (UNID). For more information, go to <http://guides.instructure.com/> and click on the student-guide links that are pertinent to you. A good starting place is the [Canvas Getting Started Guide for Students](#).

Video Content: As noted earlier, I have created video lectures for all of the content in the course and will make these videos available to you. Several of the videos (which I refer to as Camtasia videos) demonstrate the functions and procedures that we will use in Excel. All videos are available through Canvas.

University and David Eccles School of Business Policies

Face Coverings: (doesn't apply to our class, but very important)

Based on CDC guidelines, the university requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates.

If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.

Note that some students may qualify for accommodations through the [Americans with Disabilities Act](#) (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the Center for Disability and Access (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Hygiene: (doesn't apply to our class, but very important)

Students are encouraged to wash their hands, use hand sanitizer and clean their desks with wipes, which will be available at classroom entrances and at "sanitizing stations" in multi-use buildings, including Marriott Library. You can read more information about the building cleaning schedule on coronavirus.utah.edu.

Student Conduct in Remote Learning Contexts: The [Student Code](#) remains in place for all students whether a course is offered in person, online, or remotely. The instructor's intellectual property rights and the privacy of all course participants must not be violated by students at the Eccles School of Business. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages, will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor, unless approved as a disability accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms authorized by the University of Utah (e.g., Canvas).”

Technical Classroom Assistant Support: Some courses may have a technical classroom assistant to support the faculty member in managing the classroom and remote attendance. Please note that these technical classroom assistants do not support individual student IT issues; instead, please see the information for the Campus Help Desk below. For a list of student online and technical resources, see [HERE](#).

- The Campus Help Desk is staffed 24/7/365. To quickly find answers to your questions, search the [UIT Knowledge Base](#). If you still need help, call 801-581-4000, option 1. For less urgent issues, you may also email helpdesk@utah.edu. For IT outage information, visit our IT Services Status page at uofu.status.io or follow [@UofUITStatus](#) on Twitter.
- The Business Tutoring Center will provide Zoom assistance for Eccles students. [Visit the website](#) to see when Technical Assistant Tutors can assist you.

Zoom Etiquette: Here are some tips for engaging on Zoom calls.

1. Sign into the Zoom desktop client and stay signed in.
2. **Please do not share, distribute, capture, or download these videos.** This material is subject to the University of Utah's copyright policy that all students previously agreed to, which prohibits unauthorized use and distribution without permission. Thank you all for your patience and understanding.
3. If your video is on:
 - Unless you're talking, **stay muted** to reduce background noise.
 - Make sure you sit in a well lit and quiet place.
 - **Be mindful of what's going on behind you.** Think about having a solid wall behind you or using a virtual background. Professional virtual backgrounds are available from the University of Utah [here](#).
 - While there is no dress code for Zoom calls, remember that this is still a classroom setting. Feel free to be comfortable, and remember that if your video is on, people can see you.
4. If your video is off:
 - You are not required to have your video on for any Zoom classes, unless specified as part of a proctored test.

- If you choose to keep your screen off, best practice would be to **communicate that to your professor**. There is no requirement to give a reason, but this will help faculty know that students are engaging with the course.

Important Dates

See the [Fall 2020 Academic Calendar](#) for a list of important dates for spring semester.

Adding, Dropping and Withdrawing from a Course

Students have the option of adding a class the first week of the term, if seats are available. See the links below for more information on adding, dropping and withdrawing from classes.

- [Late Add Procedures](#)
- [Dropping a Class](#)
- [Withdrawing from a Class](#)

Final Exam Period

Final examinations in University courses may be required at the instructor's discretion. When they are required, final examinations must be given at times officially set. A [schedule for such examinations](#) is prepared by the Director of Scheduling and published by the University. See the [Final Exams Policy](#).

Grade Distribution

According to University policy, grades cannot be listed with reference to students' names and/or other identifying characteristics. The policy does not permit leaving papers/exams where anyone can look at them. Students can access their grades via the web system on the date that the University makes them available.

Attendance and Absences

A student who is not officially registered may not attend a university course. The university expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

Students are not automatically dropped from class(es) if they do not attend. They must officially drop their class(es) by the published deadline in the academic calendar to avoid a "W" grade.

Students absent from class to participate in officially sanctioned university activities (e.g. band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations.

Unexpected university facility closures due to weather, emergency or disaster may occur from time to time. Students may be required to complete coursework missed due to these or other class cancellations. However, instructors requiring mandatory make-up sessions may not penalize students if they are unable to attend due to time conflicts, etc.

Americans with Disabilities Act

The University of Utah, David Eccles School of Business seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability and Access, <http://disability.utah.edu/>, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDA.

Course Evaluations

Course evaluations are completed online. You must complete the evaluation or “opt out” before you may view your grades. Once you view your grade you are not allowed to go back and fill out the evaluation. Evaluations are available two weeks before and two weeks after the official last day of the class. To fill out the evaluations, go to the [Campus Information Systems](#) to complete the evaluation for the course.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Responsibility

For information on students' rights and responsibilities, please refer to the [Student Code](#).

David Eccles School of Business Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities ([Policy 6-400](#)). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this

sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

David Eccles School of Business Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000 - 2000	2.4 - 2.8
3000 - 3990	2.6 - 3.0
4000 - 5990	2.8 - 3.2
6000 - 6990	3.1 - 3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities ([Policy 6-400](#)).



Recently the University of Utah and Business Career Services launched a new career management software.

[Login to your Handshake account](#) to discover jobs, internships, and events based on your interests, skills, major, location preferences, and search history. To take advantage of these features, students need to login to the new system using their uNID and password (CIS credentials) and update their profile.

Tentative Course Schedule

Date	Topic	Video Lectures	Reading	Assignments
Aug. 24	Course Introduction Problem Solving Frameworks	1.1-1.3 2.1-2.2		
Aug. 26	Problem Solving Tools	2.3-2.6	“A Quality Harvest”	
Aug. 31	Probability: Marginal, Joint, Conditional	3.1-3.3	Camm 5.1-5.3	
Sep. 2	Probability Examples and Practice	3.4-3.5		
Sep. 7	<i>Labor Day Holiday</i>		<i>No Class</i>	<i>No Class</i>
Sep. 9	Probability Distributions-- Introduction, Expected Value and Variance	4.1-4.3	Camm 5.4-5.5	Quiz 1 Homework 1 Due
Sep. 14	The Normal Distribution	5.1-5.2	Camm 5.6	
Sep. 16	Distributions Practice	4.4-4.5, 5.3		Quiz 2 Homework 2 Due
Sep. 21	Exam 1 Review and Catch Up			
Sep. 23	Exam 1			Homework 3 Due
Sep. 28 (All Online)	The Binomial Distribution Case Study: Probability and Distributions	5.4-5.5 5.6	Camm 5.5 Roulette Airlines Case Materials	
Sep. 30 (All Online)	Sampling and Sampling Distributions	6.1-6.4	Camm 6.1-6.3	
Oct. 5 (All Online)	Sampling Distributions Illustrations	6.5-6.7	Camm 6.1-6.3	
Oct. 7 (All Online)	Confidence Intervals Introduction and Mean Estimation	7.1-7.2, 7.4	Camm 6.4	Quiz 3 Homework 4 Due
Oct. 12	Confidence Intervals on a Proportion Sample Size Calculation	7.3, 7.5 7.6	Camm 6.4, including Notes + Comments, p. 250	
Oct. 14	Hypothesis Testing Introduction	8.1-8.4	Camm 6.5	Quiz 4 Homework 5 Due
Oct. 19	Hypothesis Testing (p-value and conclusions)	8.5-8.7		

Date	Topic	Video Lectures	Reading	Assignments
Oct. 21	Hypothesis Testing Practice	8.8-8.11	Camm 6.5	
Oct. 26	Hypothesis Testing (Type II error, inference decision tree)	8.12-8.13		
Oct. 28	Exam 2 Review and Catch Up			Quiz 5 Homework 6 Due
Nov. 2	Exam 2			
Nov. 4	Case Study on Inference Covariance and Correlation	9.1-9.4	Camm 2.8	
Nov. 9	Correlation Practice	9.5-9.6		
Nov. 11	Introduction to Regression	10.1-10.2, 10.5	Camm 7.1-7.2, 7.4	
Nov. 16	Regression Practice	10.3, 10.4		
Nov. 18	Regression: Statistics and Inference	11.1-11.4	Camm 7.3, 7.5	Quiz 6 Homework 7 Due
Nov. 23	Regression Practice			
Nov. 25	Regression: Dummy Variables and Curvilinear Regression	12.1-12.5	Camm 7.6-7.7	Quiz 7 Homework 8 Due
Nov. 30 (All Online)	Regression Practice	12.6-12.7		
Dec. 2 (All Online)	Catch Up and Review			Quiz 8 Homework 9 Due
Dec. 10 1:00–3:00PM	Exam 3			