

DESIGNING & IMPLEMENTING AN EFFECTIVE COREQUISITE STATISTICS COURSE

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DESIGNING THE COURSE (BIG PICTURE)

- Will you use cohort or comingling?
- How many hours for each course?
- Integrated material or separate courses?
- Textbook & resources
- Regardless of structure, work as a team!
- Decide departmental policies
 - How is Stats/Co-req grade calculated?
 - Which assignments count in which course?
 - Will there be a departmental final?

IDENTIFY PRE-REQUISITE SKILLS

- Have the team clearly identify pre-requisite skills needed for success in Introductory Statistics
- Decide on the order of skills (if using co-mingled approach)
- Dana Center's website with suggestions:
<https://dcmathpathways.org/resources/mathematics-foundations-success-introductory-statistics>
- Mathematical Foundations for Success in Introductory Statistics (Peck, Gould, & Utts)
https://dcmathpathways.org/sites/default/files/resources/2019-08/Mathematics_Foundations_for_Success_in_Introductory_Statistics_20190809.pdf

IDENTIFY PRE-REQUISITE SKILLS (DANA CENTER MATHEMATICS PATHWAYS)

Mathematics Foundations for Success in Introductory Statistics

August 2019

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The Charles A. Dana Center invited the authors to present their views on the foundational skills that students need to be successful in a college-level statistics course. The authors provide a set of mathematics foundations that would prepare students for Introductory Statistics. This resource is offered to faculty who are reviewing placement and prerequisite requirements in their own departments.

For more information about the Dana Center's position on the mathematics foundations for Introductory Statistics courses, see the Call to Action at <https://dcmathpathways.org/resources/call-action-expand-access-statistics>

Mathematics Foundations for Success in Introductory Statistics – page 2

Numbers and the Number Line	
Students need to be able to . . .	In order to . . .
Plot points and intervals on the number line	Make and interpret dotplots
Represent an inequality as an interval on the number line	Calculate probabilities for continuous random variables, understand and interpret confidence interval estimates
Find the distance between two points on the number line	Calculate deviations from the mean and calculate z-scores
Round decimals	Calculate numerical summary statistics, test statistics, and confidence intervals
Order decimal numbers	Calculate medians and quartiles, and compare P -values to a significance level
Convert between fractions, decimals, and percents	Calculate and interpret probabilities, calculate margin of error and confidence intervals, interpret confidence levels and Type I and Type II error probabilities

Operations on Numbers	
Students need to be able to . . .	In order to . . .
Perform signed number arithmetic	Calculate residuals, z-scores, numerical summary statistics, test statistics, and confidence interval estimates
Calculate powers of a number (using technology)	Calculate the variance and standard deviation of a sample and the value of a chi-square statistic
Calculate the square root of a number (using technology)	Calculate standard deviation and standard error
Use summation notation	Calculate an expected value, the sample mean and standard deviation, the correlation coefficient, the value of the chi-square statistic, and regression coefficients
Understand order of operations in expressions and formulas	Calculate numerical summary statistics, test statistics, and confidence interval estimates

SUGGESTIONS FOR CLASS TIME USE

- Pre-reading & reading strategies, familiarize with problem context
- Problems that should be heavily scaffolded
- Formative activities with low stakes grading
 - Send activity instructions & collect data in advance
 - Individual or partner
- Presentations (individual or group)

Scenario 1: The table below shows the credit rate of 6 customers and the percent interest rate the bank charged them on their car loan. Assume the credit score is the x data (explanatory variable) and the interest rate is the y data (response variable).

Credit Score	Interest Rate (as a percent)
545	18.982
595	17.967
640	12.218
675	8.612
705	6.680
750	5.150

1. Do you think there will be a positive or negative trend for this data? Explain your answer in a complete sentence.

2. Use your calculator to find the linear correlation coefficient (r).

3. Use your calculator to find the least-squares regression line (\hat{y}).

4. What is the critical value on the table on your formula chart?

5. Is there a linear relationship between a customer's credit score and the interest rate the bank will charge them? Explain using a complete sentence and referencing the linear correlation coefficient and the critical value.

SCAFFOLDED ASSIGNMENT EXAMPLE

6. Rosie has a credit score of 723. Predict the interest rate the bank will charge her.

7. Suppose the bank offers Rosie an interest rate of 6.7%. Calculate the residual based on your prediction in #6 above.

8. Is the bank's offer of 6.7% to Rosie a good offer (from Rosie's perspective)? Fill in the blanks in the sentences below to justify your answer:

The bank's offer of 6.7% is a _____ offer. The residual is _____
(pick word good or bad) (enter residual you calculated)

which indicates their offer is _____ than the offer Rosie should have predicted.
(pick word higher or lower)

DISCUSSION POST

- Zoom presentation
- At start/end of F2F class

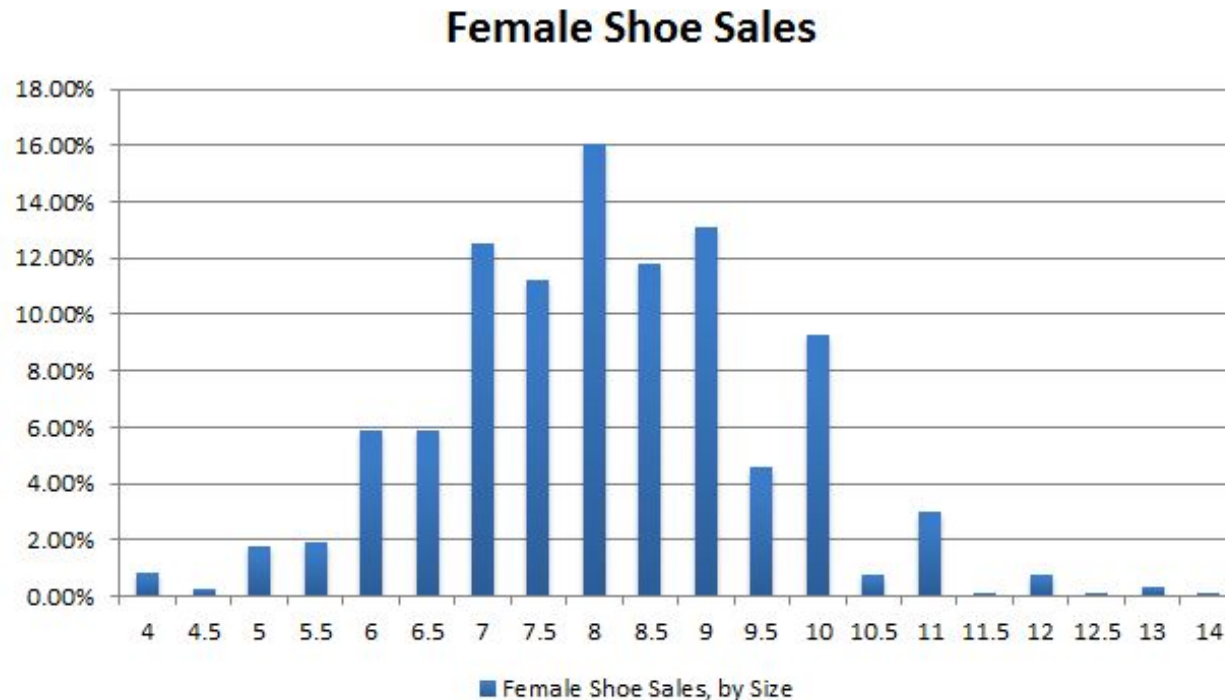
Pick 1 of the 3 scenarios:

1. Give an example of a scenario that would likely have left-skewed data and explain why it would be left-skewed. Frame your answer using the following template: "An example of left-skewed data would be _____ because _____."
2. Give an example of a scenario that would likely have right-skewed data and explain why it would be right-skewed. Frame your answer using the following template: "An example of right-skewed data would be _____ because _____."
3. Give an example of a scenario that would likely be bell-shaped data and explain why it would be bell-shaped. Frame your answer using the following template: "An example of bell-shaped data would be _____ because _____."

You do not need to give actual data sets, just describe a type of data that would likely have the shape you choose. For example, if you think home prices in America is right skewed, then say "An example of right-skewed data would be home prices in America because _____." Be thorough in your explanation...it is okay to use 2-3 sentences to explain your reasoning.

STUDENT RESPONSE

An example of bell-shaped data would be women shoe size sales. Would start off with the smallest most common shoe size and stop at the most largest size. Therefore, the tallest part of the distribution would show the most common shoe size women wear. On the left side we will see short bars due to the small amount of women who wear a small shoe size. On the right side we will also see short bars as well because it's very rare that a woman has shoe size over 9.... Basically going from low>high>low. I believe the shoe size we see the most for women would be between 6-9. Would also depend on the ages of the women that are being put into the graph.



ATTENDING TO THE AFFECTIVE SIDE OF LEARNING

- Set norms and establish routines for class time and interactions
- Build community
 - Create opportunities to strengthen connections
(both student-student and instructor-student)
- Targeted assignments
- Ask students what they need from us to best support their learning
- Be understanding, flexible and kind

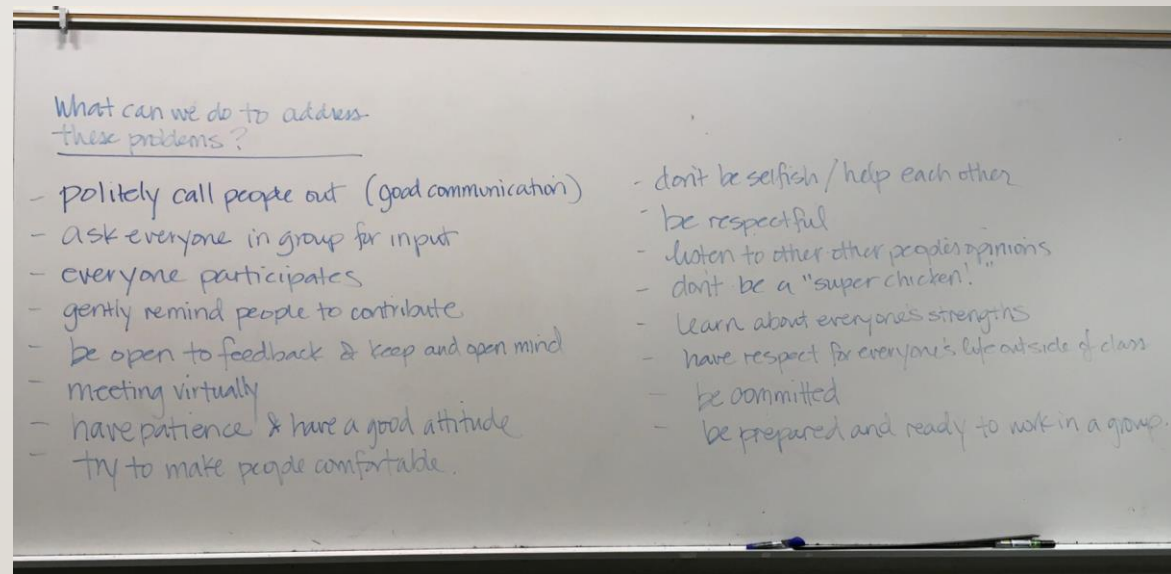
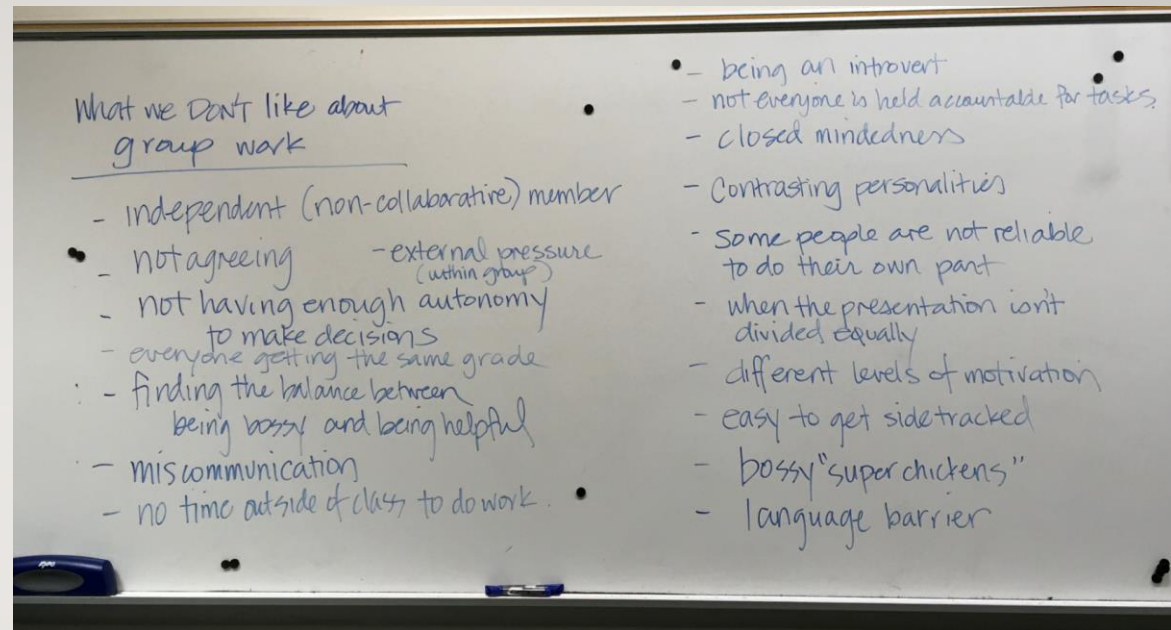
SET NORMS/ ESTABLISH ROUTINES

- Set norms - best if completed early (Day 1 or Week 1)
- Give early assignments that use protocols and routines needed
 - Roll call discussion board
 - Students submit a PDF of “Hi, my name is...”
 - Practice quiz
 - Submit survey responses using Google Forms
 - Use a shared Google doc to brainstorm ideas

SET NORMS

1) What we don't like about group work

2) What can we do to address these problems



ESTABLISH ROUTINES

Discussion board

(scaffolded during
first few weeks)

START HERE: Roll Call (due by Tuesday 02/11 at 11:59pm) 36

Due Tuesday 02/11 at 11:59pm

WARNING: If you are on the official roster on Monday 02/10 and do not post by this stated deadline or contact Kathy via Canvas email to share that you're having technical issues, you will be dropped from the class as a "No Show" and a student from our wait list will be added.

Instructions

Typically on the first day of a face-to-face class, your instructor will say each name on the official roster and mark whether the person is present. This "Roll Call" Discussion Board is our online class equivalent of checking attendance.

To confirm your attendance,

- click on the **Reply** box at the bottom of this assignment description.
- type a brief phrase like, "Hi Kathy, I'm [insert your name]." or something to indicate you have successfully logged in and are present.
- Don't forget to click **Post Reply**.

If you have trouble posting on this discussion board, click on **Inbox** in the left column navigation bar to write and send me an email.

This topic was locked Feb 12 at 12pm.



ESTABLISH ROUTINES

Practice necessary
skills for course
assignments

Skills Check: Practice Uploading to Canvas

✓ Published

✎ Edit

⋮

This assignment is an opportunity for you to practice uploading something to Canvas. Here are the steps:

1. Open a Microsoft Word document. If you do not have Microsoft Office on your computer...good news! Collin students have access to Office 365 via Canvas for free which will let you use Microsoft Word. The tab is to the left. If you need help, you can email the Help desk at Helpdesk@collin.edu or the electronic Learning Center at eLC@collin.edu for tech help.
2. Type your name at the top of the Word document.
3. Type a few sentences on your thoughts about the class. This is your opportunity to tell me how you are feeling...excited, nervous, etc. Tell me what you are comfortable sharing about your math background. Do you love math or hate it? Is it a strong subject for you or not so much? Do you think the class is organized in a way that you can find what you need? Do you have any questions so far? This will only be sent to me, not the whole class.
4. Make a little drawing/sketch on a piece of scratch paper. I am not judging art work...it can just be a smiley face. No need to spend a lot of time on it.
5. Take a picture of your drawing with your phone.
6. Email the picture to yourself...I suggest emailing it to your Collin email address.
7. Open the email and cut and paste (or copy) the picture into the word document you created. If you know a faster/easier way to get the picture into a word document, then great...do it.
8. Size the picture so that it fills the word document. In other words...make the picture pretty much fill up the whole word document after your sentences. You should be able to click on the picture then drag the bottom right corner so it makes the picture bigger.
9. Save the word document to your computer or desktop. I suggest the name: Skills check for stats

STUDENT SUBMISSION

I'm feeling a little nervous about this class because I have never been good at math so this class makes me feel a little stressed out, but I am going to try my hardest to get at least a B in the class. The class seems to be really well organized so that will definitely help me keep up with my assignments.



ESTABLISH ROUTINES

Practice quiz

Quiz 1: Introduction to Canvas Quizzes

⚠ This is a preview of the published version of the quiz

Started: Aug 9 at 9pm

Quiz Instructions

Quiz 1 Goal: To give you guided practice with the Canvas Quiz feature

- For each question, please select the best answer.
- You have three attempts for this quiz, and I will record the highest score.

If you have any technical difficulties with this quiz, please inform Kathy.



Question 1

2 pts

Please round this number to the nearest integer (whole number):

57.3

Next ▶

CREATE OPPORTUNITIES TO STRENGTHEN CONNECTIONS

- “Introduce Yourself” discussion board / Flipgrid
- Group discussions/Zoom breakout rooms
- Low stakes presentations (based on student interests) + Q&A
- Scheduled opportunities for students to meet with the instructor and/or other students

EXAMPLE: CLASS INTRODUCTIONS

Please upload one or two pictures that represent who you are. I prefer pictures with you included so we can more quickly match names and faces

In your introduction, please state

- your full name
- how you wish to be addressed in our class
- your major

Include a few details that you are comfortable sharing and would help us to know you a little better.

Then reply to two other student introductions (again by clicking in the Reply box for each student introduction

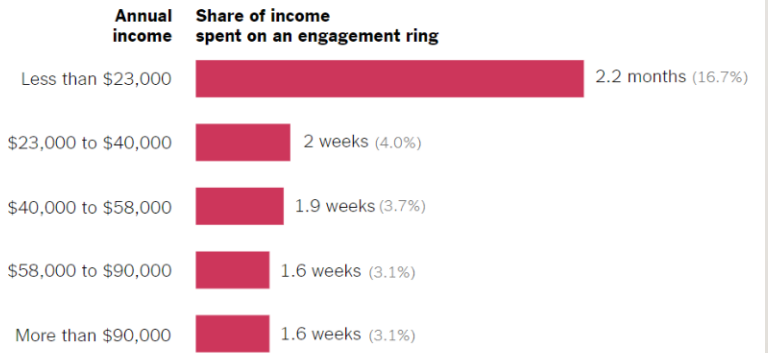
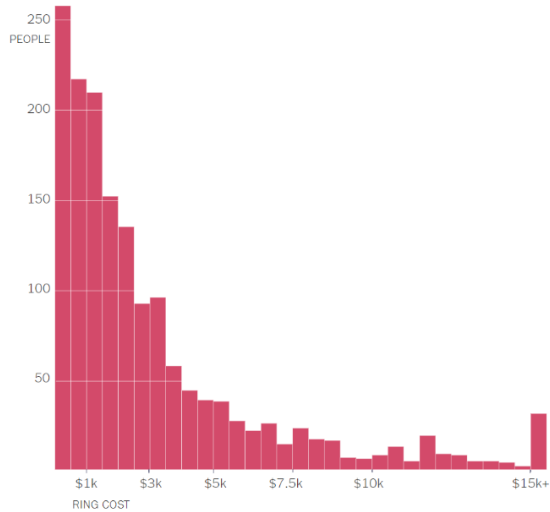


EXAMPLE: GROUP DISCUSSIONS

The New York Times

What's Going On in This Graph? Engagement Ring Costs

How much do people spend on engagement rings?



Source: National poll of 1,640 adults between Jan. 24 - 30, 2019 by Morning Consult

What COVID-19 Antibody Tests Can and Cannot Tell Us

Assays that detect prior novel coronavirus infections could reveal the extent of outbreaks. But they may give individuals false security

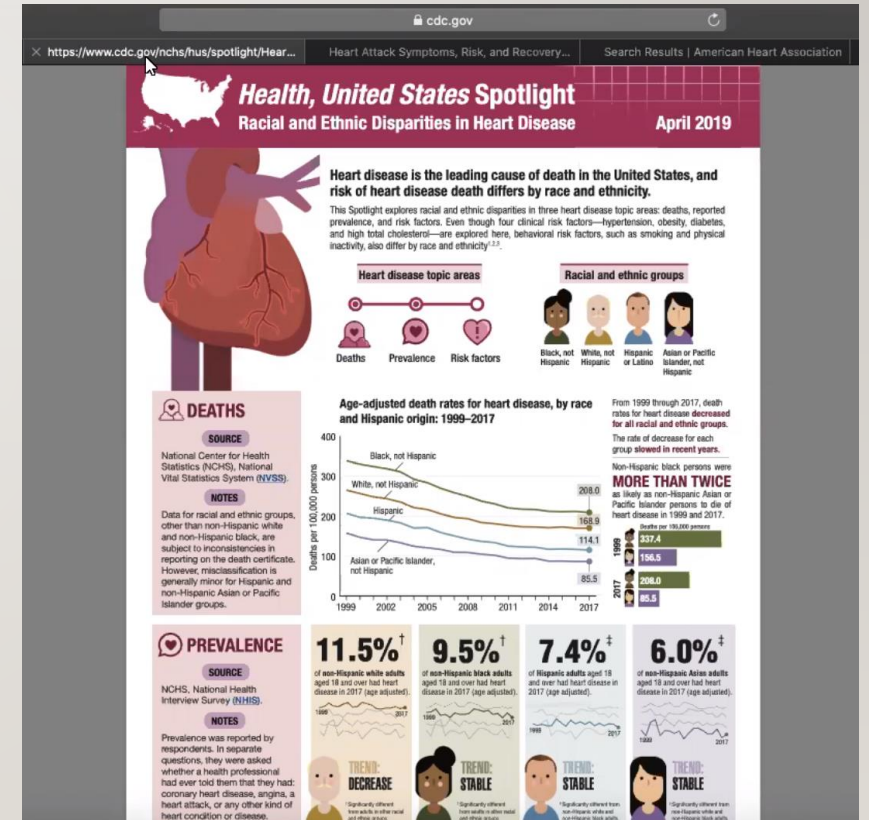
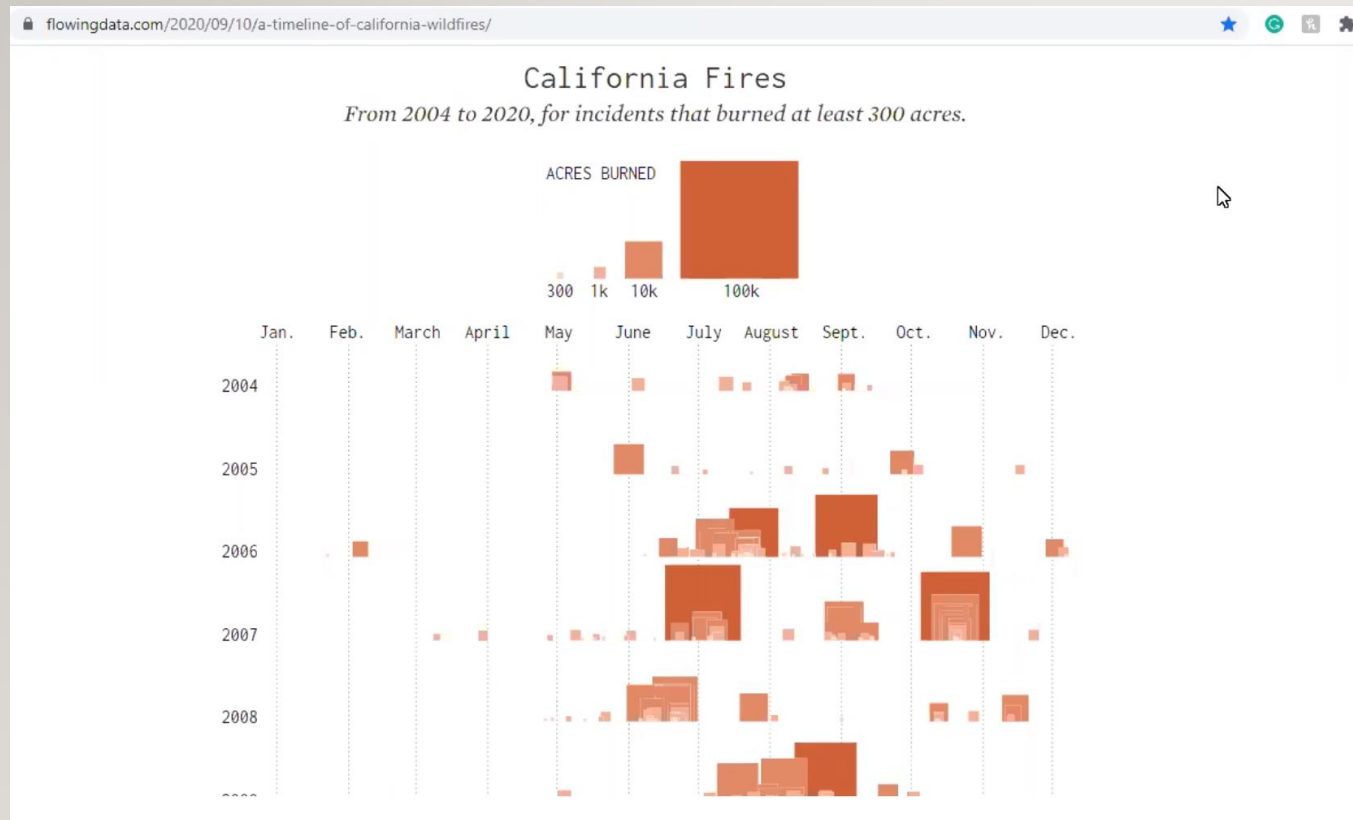
By Stacey McKenna on May 5, 2020



Medical worker tests a man for COVID-19 using a rapid antibody testing kit at a school converted into a mass testing facility in Manila, the Philippines, on April 24, 2020. Credit: Ezra Acayan/Getty Images

Dozens of antibody tests for the novel coronavirus have become available in recent weeks. And early results from studies of such serological assays in the U.S. and around the world have swept headlines. Despite optimism about these tests possibly becoming the key to a return to normal life, experts say the reality is complicated and depends on how results are used.

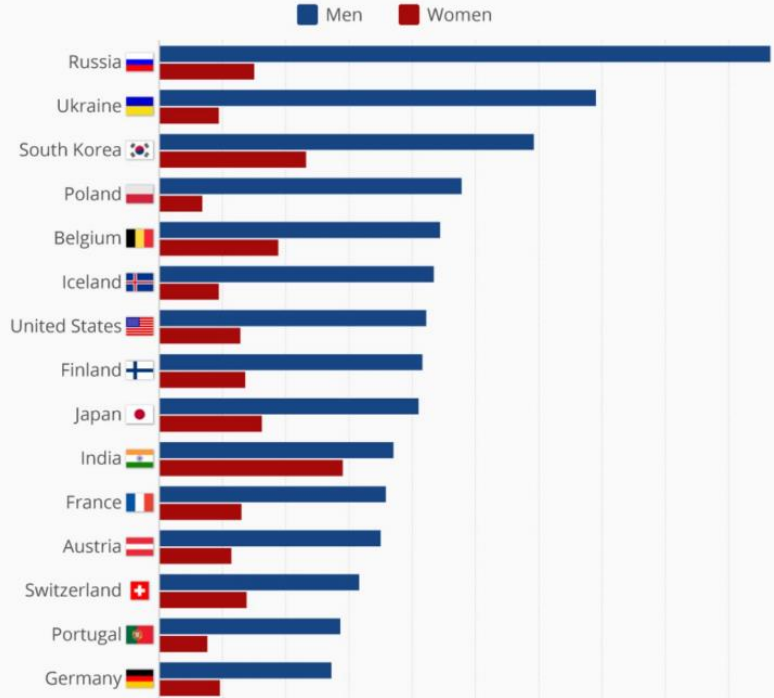
EXAMPLE: INFOGRAPHIC PRESENTATIONS



EXAMPLE: INFOGRAPHIC PRESENTATIONS

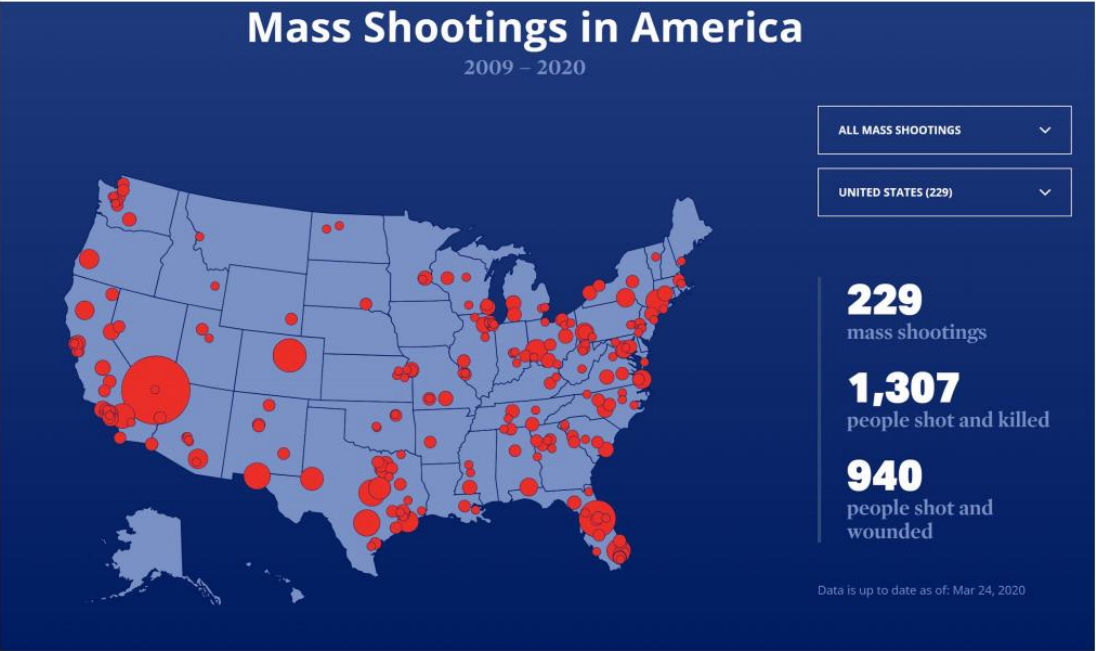
Suicide Rates Around the World

Estimated rate of suicide per 100,000 population in selected countries in 2016



Mass Shootings in America

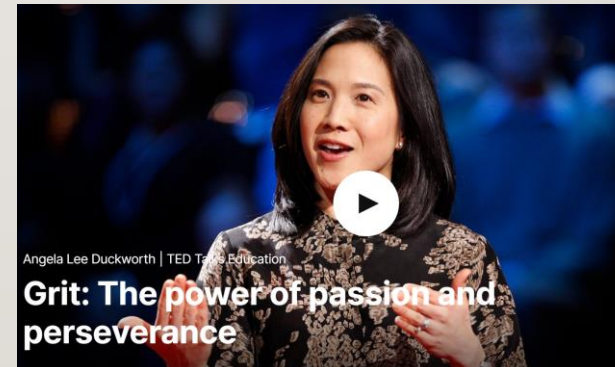
2009 – 2020



TARGETED ASSIGNMENTS

Videos, readings and reflections

- Fixed vs. growth mindset
- Making mistakes
- Grit
- Productive struggle
- Coping with stress



ATTENDING TO THE AFFECTIVE SIDE OF LEARNING

- Set norms and establish routines for class time and interactions
- Build community
 - Create opportunities to strengthen connections
(both student-student and instructor-student)
- Targeted assignments
- Ask students what they need from us to best support their learning
- **Be understanding, flexible and kind**

ASSESSMENT...ALWAYS A CONCERN

- Traditional Quizzes/Tests (largely online during COVID-19)
 - Google-proof when possible
 - Submit scratch work
 - Create multiple versions of a quiz/exam
- Consider other methods to assess learning
 - Discussion boards
 - Projects
 - Student conferences with instructor to explain their ideas/solutions
 - Students submit videos of their reasoning for certain problems
 - Students write their own “test” questions

STUDENT RESPONSES

Out of a survey from 180 passengers on a plane, 156 wanted peanuts as a snack. Calculate the point estimate of passengers who preferred peanuts as a snack. Construct a 90% confidence interval estimate of the proportion of all passengers who chose peanuts. Then, write a sentence to interpret the interval.

This is a confidence interval using proportions.

While driving to work one day, Taylor heard an advertisement from a bank that their clients were 90% satisfied with their service. Taylor believes that to be unlikely and conducts her own survey. Taylor asks 80 of the banks clients if they were satisfied. 64 answered that they were satisfied. Does this indicate that what the bank stated is true at a .05 significance?

this is a hypothesis test population proportions.

The Principle at Billy Ryan high school claims 50% of all students from 9th to 11th grade use their cell phones in class. In a survey of 4,000 students from 9th to 11th grade only 2500 of them said they did. Test the principles claim using 0.10.

This is a hypothesis test problem about proportions

EXAM - STUDENT RESPONSE



— COLLEGE SALARY REPORT —
UPDATED FOR 2020

Highest Paying Jobs With a Bachelor's Degree

Your major can have an even bigger impact on future earnings than choice of school. Find out which majors pay you back, and which make it hard to pay back student loans.

[Read more](#)

Rank ▲	Major ↕	Degree Type	Early Career Pay ⓘ ↕	Mid-Career Pay ⓘ ↕	% High Meaning ⓘ ↕
1	Petroleum Engineering	Bachelors	\$92,300	\$182,000	69%
2	Electrical Engineering & Computer Science (EECS)	Bachelors	\$101,200	\$152,300	46%
3	Applied Economics and Management	Bachelors	\$60,900	\$139,600	67%
3	Operations Research	Bachelors	\$78,400	\$139,600	52%

For this sample of university alumni, the reported salaries earned for those who had 10+ years of experience is skewed to the right with 7 outliers earning anywhere from \$134,700 to \$176,900 annually. The median is \$79,800 which suggests that is the typical salary of alumni with 10+ years of experience. Even though this distribution appears skewed, it has a similar shape to symmetric with a central peak, if there were no outliers. Half of the alumni reported earning \$79,800 or less annually (50%, 418 out of 835), and half reported that they earned more than \$79,800 annually (50%, 417 out of 835).

The IQR is \$26,700, which is quite a bit of money, shows the significant amount of variability in the middle half of the distribution. These alumni earned between \$67,800 and \$94,500 (Q1 to Q3). While there is a lot of variability, when compared to the rest of the data, this measure of center and spread is the most accurate. For example, 38% (319 out of 835 alumni) reportedly earned between \$70,000 and \$90,000, while 33% (277 out of 835) earned more than \$90,000, with 7 alumni who were outliers, one of which reported \$176,900 as their annual salary. Only 29% (239 out of 835) reported earning between \$42,300 and \$70,000.

I researched my major in Accounting on the PayScale website. I found that the early career pay is \$51,000, mid-career pay is \$88,000 and the %High Meaning is 41%. Comparing this to the data set I observed that I would be placed in the 75th percentile. Reflecting on this is rewarding to know that the career path I have chosen should prove to be financially rewarding. While I see that the %High Meaning isn't very high at 41%, I do believe that positivity and the right attitude can go a long way. While others may not see accounting as high meaning, having run my own business before I know that it can be very rewarding. That being said, this information does not affect my choice of major, instead it makes me want to finish faster.

SCALING

- Is staffing a challenge to offering a full slate of courses?
 - Teamwork is more important than ever if different instructors for transfer and co-req
 - Schedule collaborative time between faculty if students have multiple instructors
 - Visit partner's classroom
 - Department commits to sequencing of topics
 - Create a community of practice
 - Can you use staff in unique ways to offer support?

THANK YOU!

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Kathy Kubo

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ADDITIONAL RESOURCES



Pick 1 of the 3 scenarios:

1. Give an example of a scenario that would likely have left-skewed data and explain why it would be left-skewed. Frame your answer using the following template: "An example of left-skewed data would be _____ because _____."
2. Give an example of a scenario that would likely have right-skewed data and explain why it would be right-skewed. Frame your answer using the following template: "An example of right-skewed data would be _____ because _____."
3. Give an example of a scenario that would likely be bell-shaped data and explain why it would be bell-shaped. Frame your answer using the following template: "An example of bell-shaped data would be _____ because _____."

You do not need to give actual data sets, just describe a type of data that would likely have the shape you choose. For example, if you think home prices in America is right skewed, then say "An example of right-skewed data would be home prices in America because _____." Be thorough in your explanation...it is okay to use 2-3 sentences to explain your reasoning.

Hint: My video from Chapter 2 had some good examples of each type of scenario along with explanations.

Extra Credit: You will get 10 bonus points if you include a picture of a real graph to fit your example. You can find excellent graphs on news websites. Make sure the source is reliable and that you include the source (website where you found it).

Grading Scale:

Your grade will be a 100 if you meet the following criteria: You are the first person to give your example, you give a correct example of right-skewed, left-skewed, or bell-shaped, and you give an accurate and thorough explanation of why the data set is shaped the way it is.

Your grade will be a 75 if you meet the following criteria: You duplicate a scenario someone else has already posted but you give a correct example with a thorough explanation of why the data set is shaped the way it is. You will also get a 75 if your scenario is unique and correctly identified as left-skewed, right-skewed or bell-shaped, but your explanation is not thorough.

Your grade will be a 50 if you meet the following criteria: Your scenario is not correctly identified as left-skewed, right-skewed, or bell-shaped or it is correctly identified but you do not give an explanation.

Skills Check: Practice Uploading to Canvas

✓ Published

Edit

:

This assignment is an opportunity for you to practice uploading something to Canvas. Here are the steps:

1. Open a Microsoft Word document. If you do not have Microsoft Office on your computer...good news! Collin students have access to Office 365 via Canvas for free which will let you use Microsoft Word. The tab is to the left. If you need help, you can email the Help desk at Helpdesk@collin.edu or the electronic Learning Center at eLC@collin.edu for tech help.
2. Type your name at the top of the Word document.
3. Type a few sentences on your thoughts about the class. This is your opportunity to tell me how you are feeling...excited, nervous, etc. Tell me what you are comfortable sharing about your math background. Do you love math or hate it? Is it a strong subject for you or not so much? Do you think the class is organized in a way that you can find what you need? Do you have any questions so far? This will only be sent to me, not the whole class.
4. Make a little drawing/sketch on a piece of scratch paper. I am not judging art work...it can just be a smiley face. No need to spend a lot of time on it.
5. Take a picture of your drawing with your phone.
6. Email the picture to yourself...I suggest emailing it to your Collin email address.
7. Open the email and cut and paste (or copy) the picture into the word document you created. If you know a faster/easier way to get the picture into a word document, then great...do it.
8. Size the picture so that it fills the word document. In other words...make the picture pretty much fill up the whole word document after your sentences. You should be able to click on the picture then drag the bottom right corner so it makes the picture bigger.
9. Save the word document to your computer or desktop. I suggest the name: Skills check for stats

10. Click on the Assignments tab in Canvas. Then click on the Skills Check: Practice Uploading to Canvas assignment. (you are probably looking at that page right now)

11. Click the blue Submit button in the upper right corner.

12. Scroll down to the box that says Select File. Click on it and find the word document file you created. Click it to attach it.

13. If you need to tell me something about the assignment you can type it in the comment box. Otherwise, hit Submit.

Congratulate yourself for submitting your first assignment on Canvas. This is how we will submit lab assignments in the future. You will take pictures of your work, upload them into a word document, then submit the word document via canvas.

Note: If you know how to submit files via Canvas using the Microsoft Lens app or some other feature that is fine. You may do so. When we have multiple page submissions later in the course it is easier for me to read one word document than to have to open multiple files for each picture.

DO NOT upload Googledocs. Let me say that again....DO NOT use a googledoc. Canvas and my computer do not play nice with googledocs. I will not be able to open your work.

Due date: Monday, August 31st at 11:59 PM. Canvas will not accept work after that.

Rubric:

If you have your sentences and picture uploaded in a word document by the due date, you will get a 100.

If you are missing either the sentences or picture, you will get a 50.

If you do not submit anything, you will get a 0.

Skills Check Discussion: Write a Problem for Ch. 9 or 10

The goal for this assignment is to give you a chance to practice for Test #4. One of the best ways to study or practice for a test is to come up with your own practice problems. In other words, think of a question you would give the class on a test if you were the teacher.

The main topic in Ch. 9 was confidence intervals. Section 9.1 was about confidence intervals using proportions (Pg. 3 of the Ch. 9 notes has great sample problems). Section 9.2 was about confidence intervals using means (Pg. 8 of the Ch. 9 notes has great sample problems).

The main topic in Ch. 10 was hypothesis testing. Section 10.2 was about hypothesis testing using proportions (Pg. 8-11 in the Ch. 10 notes have great sample problems). Section 10.3 was about hypothesis testing using means (Pg. 13-16 in the Ch. 10 notes have great sample problems).

Your task: Create your own confidence interval or hypothesis test problem that you might give the class on a test if you were the teacher. Model it after the problems from the notes according to the pages listed above. You do not have to actually solve the problem. But, after you pose the question you need to state whether the question can be solved using a confidence interval or a hypothesis test, and whether the problem uses proportions or means.

Your post could say something like:

"Historically, the time to make and deliver a pizza at Jimbo's pizza was 45 minutes. The manager implements a new process for making and delivering pizzas and now believes they are faster than 45 minutes. A random sample of 50 pizzas is studied from last week. The average time to make and deliver the 50 pizzas was 43 minutes with a standard deviation of 5 minutes. Does this indicate that they have improved their delivery times at the .05 level of significance?"

This is a hypothesis test problem about means."

Then after you post your question, you need to review a classmate's work and reply to their post with whether or not you agree and any corrections you would make. The goal is to give them constructive feedback so they can fix their question if needed. We want each person to get feedback on their question so please make sure everyone has feedback before you post to someone who has already received feedback from someone else.

Your reply to a classmate could say something like:

"I agree that this is a good example of a hypothesis test question about means because it is asking you to make a decision at a certain level of significance and it gives the mean and standard deviation of a sample."

Or

"I actually think this is a hypothesis test about proportions rather than means because _____"

"I think you should add in the level of significance because a student cannot work a hypothesis test problem unless they know the alpha number they should use."

This is a challenging assignment and will take some time. Please do not wait until the last minute to do this. I expect that most students will need to make some edits to their original post based on feedback from classmates. That is okay...in fact it is great because it means you are getting better at recognizing confidence intervals and hypothesis tests. Please do NOT delete or edit your original post. Leave it there. Just add corrections and edits as replies to your original post. You will not lose points for making edits. But, the whole class will benefit from seeing the problems change and evolve and from reading the feedback you give each other.

The hypothesis tests problems can be slightly more challenging to write. So, you will get 10 bonus points if you post a hypothesis test problem.

Due: Thursday, July 2nd at 5:00 PM

Rubric:

--Your grade will be a 100 if you post a problem and correctly identify whether it is a confidence interval or hypothesis test problem. You must also correctly identify whether it is about means or proportions. You must also provide high quality, constructive feedback to at least one other classmate.

--Your grade will be a 75 if you have one of the errors below:

1. Not an actual hypothesis test or confidence interval problem (missing information where someone could not work it)
2. Incorrectly identified as hypothesis test or confidence interval
3. Incorrectly identified as mean or proportion
4. Do not provide constructive feedback to at least one other classmate

--Your grade will be a 50 if you have 2 or more of the errors listed above.

--You will get a 0 if you do not post a problem by the due date of Thursday, July 2nd at 5:00 PM

Note: You must post your own problem before you will be able to see classmates' posts and give them feedback. Your initial attempt does not have to be perfect, but it must be a valid attempt. If your post is blank or just a random word or nonsense, I will have to interpret that as a way to get around the system to see classmates' work before making your own attempt. Do NOT do this. If you do, you will get a 0 for the assignment. Make sure you do not delete your original attempt. Instead, hit "reply" to your original post to make corrections and edits to the original post you make.