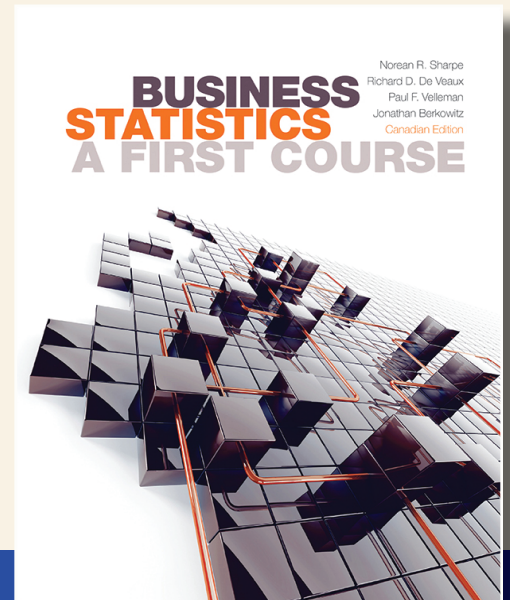# Business Statistics: A First Course, First Canadian Edition Plus MyStatLab

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Providing Real Business Context!

BUSINESS STATISTICS: A FIRST COURSE, First Canadian Edition, recognizes both the changing curriculum and the changing pedagogy for teaching introductory statistics. It focuses on application, streamlines and reorganizes topics, sheds unneeded theoretical details, and recognizes learning styles of the current generation of students, making it an attractive choice for one-semester Business Statistics courses at Canadian universitites and colleges.

Instructor Resources
- Test Bank
- TestGen®
- Image Library
- PowerPoint Presentation
- Instructor's Solutions Manual
- Business Insight Video Guide

Student Resources
- MyStatLab Online Course
- MathXL for Statistics Online Course
- StatCrunch

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Business Statistics: A First Course,
First Canadian Edition Plus MyStatLab

Features

■ *Flexible Syllabus.* Business Statistics: A First Course follows the GAISE Guidelines. The committee that developed these guidelines was made up of innovative educators in Statistics education, including one of the authors of this textbook (Velleman). Those guidelines call for presenting students with real data early and throughout the course and emphasizing real-world decisions and understanding as the final step of any statistical analysis. Following that advice, we have placed an introductory (exploratory, non-inference) section on regression early in the text (Chapter 6).

■ *Pedagogy.* The features in Business Statistics: A First Course provide a real-world context for concepts, help students apply these concepts, promote problem-solving, and integrate technology—all of which help students understand and see the big picture of Business Statistics.

■ *Motivating Examples.* Each chapter opens with a motivating example, often taken from the authors' consulting experiences. These companies—such as Angus Reid, Mountain Equipment Co-op, Manulife Financial, and Canada Goose—enhance and illustrate the story of each chapter and show students how and why statistical thinking is so vital to modern business decision-making. We analyze the data from those companies throughout the chapter.

■ *Learning Objectives.* These are brief but clear statements about what students are expected to know and be able to demonstrate by the end of chapter (or the end of the course). These will also help instructors with course planning and classroom delivery. Each end-of-chapter exercise references one or more learning objectives to guide students' assessment of their progress with the material.

■ *Connections.* Although the authors (and, we hope, the instructors) know how the chapters of a textbook are related to each other and understand the logic behind the sequencing, it may not be clear to students until they reach the end of the book. The Connections boxes explain how the current chapter is related to the previous chapter(s), and why its position in the sequence is appropriate.

■ *Step-by-Step Guided Examples.* The ability to clearly communicate statistical results is crucial to helping Statistics contribute to business decision-making. To that end, some examples in each chapter are presented as Guided Examples. A good solution is modelled in the right column while commentary appears in the left column. The overall analysis follows our innovative Plan, Do, Report template.

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