
COURSE INFORMATION

This course meets for a full year. Upon successful completion of the course, students will receive one unit of credit. Students who miss more than 10 classes (5 blocks) may be denied credit.

INSTRUCTIONAL GOALS

This course will introduce students to some of the fundamental concepts of Statistics. By the end of the course, students should be able to collect, organize and display data; compute statistics on data sets; and calculate empirical and experimental probabilities.

INSTRUCTIONAL ORGANIZATION

Generally, students are taught in a lecture/practice format. There will also be several lab activities and projects throughout the year.

INSTRUCTIONAL MEDIA

The textbook for this course is *Understanding Basic Statistics* (3rd Edition) by Charles and Corrinne Brase. The textbook is aging, so students are **required** to use book-covers in order to maintain their condition. Students who lose or return damaged textbooks at the end of the year will be fined accordingly.

There are no supplemental texts for this class.

There are no instructional videos for this class.

Notes, calendars, and other materials will be posted at my web site:

<http://www.mrholloman.net>

GRADING PROCEDURES

Each piece of graded work carries a possible point value. The grade for a particular piece of work is found by dividing the earned points by the possible points.

All graded work (except exams) will be returned to the student—usually by the next class meeting.

Any graded work done in pen will *not* be counted.

A student who disagrees with a particular grade may appeal in writing to me. Any adjustments are solely at my discretion.

METHODS OF ASSESSMENT

Assessment Categories: **Assignments, Quizzes, Tests, Exams.**

Assignments include in-class problem sets, homework checks, and other activities. Assignments will have small possible point values (less than 10 points each). Assignments will be set and checked at almost every class meeting. Most assignments will be completed during class time. Assignment grades will account for approximately 15% of the class grade.

Quizzes are short problem sets (1 - 5 easy/medium problems) which are assigned at random, unannounced times. They are timed activities, usually lasting no more than 10 minutes. Quizzes will have small possible point values (less than 10 points each). There are usually 1 - 3 quizzes per Chapter.

Tests are longer problem sets which occur at the end of each instructional unit. They are timed activities, lasting no more than one class period. Tests will have high possible point values (usually 30 - 50 points each). There will be one test per Chapter.

Exams are long problem sets which occur at the end of each semester. They are timed activities, lasting no more than 90 minutes. Exams will carry possible point values equal to 25% of the semester's possible points (this makes the exam worth 20% of the semester grade, as per school policy)

SCOPE AND SEQUENCE

First Nine Weeks	⇒	(2) Displaying Data Graphically (3) Describing Data Numerically
Second Nine Weeks	⇒	(4) Describing Bivariate Data (1) Variables; Sample Design; Experimental Design (5) Probability
Third Nine Weeks	⇒	(6) Random Variables; The Binomial Distribution (7) The Normal Distribution
Fourth Nine Weeks	⇒	(7.4 & 8.2) More on the Normal Distribution (9) Estimation Final Project

Please visit my [website](#) for a more detailed calendar of events.

STUDY SUGGESTIONS

Doing homework is the best way to keep up with the course. Quizzes and other assignments serve to keep previously learned skills sharp.

The best way to review for tests is to work out old homework problems and to try other unassigned problems. I will usually suggest review problems from the chapter review, and provide students with a day to ask any questions about the upcoming test.

LATE WORK POLICY

Late work is *not* accepted.

Assignments missed due to an **excused absence** will be handled according to the school's make up work policy, as stated in the student handbook (students have 5 calendar days from date of return to complete make-up work).

EXTRA CREDIT

Very few (if any) extra credit opportunities will be offered. Any points offered will be minimal (less than 5 points), and will be added to the student's earned point total for the current nine weeks.

MATERIALS NEEDED

- (1) A notebook. A 3-ring binder with loose-leaf paper is recommended.
- (2) An ample supply of pencils (*pens are not allowed!*).
- (3) A graphing calculator is required. The TI-83/4 is *strongly recommended*. More information about graphing calculators will be given to students during the first two weeks of school.

EXTRA HELP

I am available for extra help most days before and after school. Students need only make an appointment to receive extra help.

DISCIPLINE

I believe that my students are capable of obeying the rules, and that any infractions are either the result of misinformation or choice.

In order to eliminate misinformation, here are the additional (beyond district and school) rules for my classroom:

1:	Students must bring all required materials—pencil, paper, calculator and textbook—to every class meeting.
2:	All graded work must be completed in pencil.
3:	Textbooks must be covered with an appropriate book cover.
4:	Students must not play games on their calculators.
5:	Students must be attentive and on-task during the class period.

As a point of clarification: sleeping and other off-task behavior is not allowed. I believe that these behaviors fall under the “Respect” category; i.e., those who engage in these behaviors are being disrespectful to the instructor. Demonstrating respect is not a class-specific rule; it is a district-wide rule.

When a student chooses to break a rule, the following consequences apply:

First Offense	Warning
Subsequent Offenses	15 minutes detention per offense
Severe/Persistent Disruptions	Discipline Referral/Removal from Class

In addition, I reserve the right to clear calculator memory at any time.