Policy Statement

AP® Statistics: The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete the course and AP examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

Teacher: Ms. Huffman, bhuffman@geneva304.org, 630-463-3882

Style of Instruction:

This course lends itself to a mode of teaching that engages students in constructing their own knowledge. For example, students may work individually or in small groups where the teacher acts as an advisor or consultant, rather than as a director of their work. Students are required to think through problems, make decisions, and share questions and conclusions with other students as well as with the teacher. The course therefore is designed to be a mixture of lecture, laboratory work and analysis of individual and group work.

Textbook:

The Practice of Statistics: Third Edition TI83/84/89 Graphing Calculator Enhanced, 2008

Calculator:

TI 83, TI 83+, or TI 84

Grading Scale & Criteria:

Grading Scale	
A	92 – 100
A-	90 – 91
B+	88 – 89
B	82 – 87
B-	80 – 81
C+	78 – 79
C	72 – 77
C-	70 – 71
D+	68 – 69
D	62 – 67
D-	60 – 62
F	0 – 59

Assessments – 1st Semester		**Semester Grade Weight**
18 – Week Evaluations	**Weight**	
Chapter Tests	50 %	
Case Studies/Problems	15 %	
Homework/Quizzes	10 %	
Lab Activities	15 %	
Mid-Term Exam	10 %	
		80 %
1st Semester Final	**Weight**	
Exam	100 %	
		20 %

Assessments – 2nd Semester		**Semester Grade Weight**
18 – Week Evaluations	**Weight**	
Chapter Tests	40 %	
Case Studies/Problems	10 %	
Homework/Quizzes	10 %	
Lab Activities	10 %	
Mid-Term Exam	10 %	
Cumulative Exam	10 %	
Project (written)	5 %	
Project (presentation)	5 %	
		80 %
2nd Semester Final	**Weight**	
Exam	100 %	
		20 %

Chapter Tests*:

The chapter tests are intended to model the AP examination. Each test will consist of 10 multiple choice questions and 2 free response questions. The free response requires a "structured" response utilizing the indicated Data Analysis Toolbox. As such, the following items should be addressed: narrative regarding the data and its source, graphs, numerical summaries, and interpretations or conclusions with cautions annotated. Although this is not an English class, correct grammar, spelling and paragraph structure is a grading consideration. Please reference the scoring rubric at apcentral.collegeboard.com.

Case Studies/Problems:

The case studies are an opportunity to attack a free response question with all resources available to the student. Please reference the scoring rubric at apcentral.collegeboard.com.

Problems are being introduced in the 2012-2013 school-year as an alternative to the case studies. The problems tend to be more research-based and may require either individual or team effort. The grading rubrics will be provided at the time of assignment.

Homework:

It is essential that students both read the textbook and do the assigned problems in order to gain a full and complete understanding of the course material. As mentioned previously, classroom instruction does not rely on the traditional lecture format as much as it does on students actively participating and constructing their own knowledge.

To do well on case studies and tests, you need to practice form and work on accuracy. The textbook provides in-depth solutions to odd-numbered problems. Please refer to the examples and the solution key, and model your responses in a similar manner.

Quizzes:

Quizzes are intended to provide practice on multiple-choice questions and to a limited degree, free response questions.

Lab Activities:

Like the aforementioned Case Studies, many laboratory experiences are intended to provide an opportunity to tackle a free response type of question. A Lab Report will be the primary source of evaluation. The format will be shared at the time of each lab experience. (Note: If you are absent on the day of a lab, you will be required to make-up the lab experience. If possible, you will replicate the lab and include your own data in the analysis. If not possible, an alternative lab experience will be provided.)

Mid-Term Exam*:

As in the case with most mathematics courses, statistics requires a cumulative foundation of learning to be successful. These building blocks will be used over and over again. They cannot be forgotten once a chapter test has been completed. To reinforce the iterative nature of statistical learning, mid-term (cumulative) evaluations have been included into the syllabus.

Each semester mid-term will have 10 to 20 multiple choice questions and one or two free response questions.

Final Exam*:

The first semester exam will have 15 to 20 multiple choice questions, and 2 or 3 free response questions. The project outline is due on the last day of the classes – prior to the final exam.

The second semester exam will have 15 to 20 multiple choice questions, and 2 or 3 free response questions.

Final Project:

The project requirements will be discussed more thoroughly at a later date; however, the following elements should be included in your project:

- Hypothesis
- Survey or Experiment
- Sampling
- Conditions
- Data
- Calculations
- Interpretations
- Suggested Next Steps

You will give a presentation of the project's results and conclusions, and you will provide a meaningful critique of other's presentations.

Extra Credit:

The occasional opportunity is provided in each semester to perform an additional lab, case study, reading, special problem or the like. The category to which these points are assigned is dependent upon the assignment. The amount of "extra credit" is designed to help those students who might be on the "bubble" between letter grades.

Student/Teacher Communications Beyond the Classroom:

Handouts will be made available through an on-line resource such as Home Access Center. Other Web Tools may be introduced as the school year progresses.

Please use your student e-mail when communicating via e-mail. Other Web Tools may be introduced as the school year progresses.

Student Responsibilities:

Organization: A 3 ring-binder is suggested so that students may organize policy statement, syllabi with associated assignments, vocabulary lists, data sources, formula lists, laboratory assignments, case studies, chapter tests, exams, handouts, homework, and class notes.

Preparation: Late work will not be accepted. Have book, pencils, homework, notebooks, paper, calculator, etc. ready when the bell rings.

Punctual**:** Be in your seat when the bell rings.

Attentive: Listen to what the teacher has to say as it will be very important to your success in this class. Also, do not prevent others from hearing what the teacher has to say. Talking while another person is asking or responding to a question is inappropriate behavior.

Participation: Answering teacher directed questions, asking well thought-out questions relating to the topic at hand, explaining optional methods for solving a particular problem, and opening points of concern for class discussion are all considered ways for a student to extend his/her understanding of the topics by becoming involved in the learning process.

Attendance: Just as in "real-life", regular attendance is an expectation of every student. If for some reason, you must miss a day of class, the guidelines in the student handbook will be your roadmap to success. In other words, work for a planned, excused absence should be done in advance. Work for an unplanned, excused absence will allow one day for each day missed to make-up course content. Please note that review days, test days and exam days are not course content days.

Other: Comply with responsibilities outlined in the student handbook. All school rules will be enforced.

Parent Communication:

It is primarily your job to keep your parents informed as to expectations of this course and your performance as it relates to those expectations. Please share this policy statement. (It is also available on the Home Access Center.)

Teacher Office Hours:

You may make an appointment to meet with me either in the morning before 1st period or after school if you have questions over the material. I can accommodate most requests.

On occasion (exception, not the rule) I will provide a help session one or two days prior to a test. The focus is on completing the assigned case study. This is done because the case study usually "brings it all together" in any given chapter.

*** Note:** Multiple-choice questions and correct responses will be reviewed in class after everyone has taken the assessment. They will not however be allowed to be taken out of the classroom.