Moberly Area Community College
Common Syllabus

MTH160 Elementary Statistics

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description:  MTH160 Elementary Statistics (3-0-3)
Elementary Statistics includes descriptive statistics, statistical design, correlation and regression, and elementary probability. Statistical inferences will include one- and two-sample confidence intervals and hypotheses tests. (FA, SP)

Prerequisite:  Eligible placement score, grade of "C" or higher in MTH095, or grade "C" or higher in MTH142

Text(s):  The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title:  Statistics: Informed Decisions Using Data
Author:  Sullivan
Publisher:  Pearson

Other Required Materials:  scientific calculator with data capabilities (recommended TI-36X Pro)

Purpose of Course:  Elementary Statistics is an introductory course in statistics and probability. Elementary Statistics may be used to meet the mathematics requirement for the AA degree.

Course Objectives:  Upon successful completion of this course, students will be able to understand and solve problems involving:
• Construct and interpret graphical displays of univariate data
• Summarize distributions of univariate data and compare multiple distributions
• Explore bivariate data
• Explore categorical data
• Identify characteristics of good study designs. Understand what conclusions are appropriate for a given design and whether conclusions can be generalized to a larger population
• Know the elements of planning an conducting an observational study
• Know the elements of planning and conducting an experimental study
- Determine and interpret probabilities
- Use probability distributions to describe the behavior of discrete and continuous random variables
- Understand distributions
- Estimate population parameters including confidence intervals when appropriate
- Conduct tests of significance when appropriate
- Regression modeling

Course Content:
Chapter 1 - Data Collection
Chapter 2 - Organizing and Summarizing Data
Chapter 3 - Numerically Summarizing Data
Chapter 4 - Describing the Relation between Two Variables
Chapter 5 - Probability
Chapter 6 - Discrete Probability Distributions
Chapter 7 - The Normal Probability Distribution
Chapter 8 - Sampling Distributions
Chapter 9 - Estimating the Value of a Parameter
Chapter 10 - Hypothesis Tests Regarding a Parameter
Chapter 11 - Inferences on Two Population Parameters

Assessment of Student Learning:
Grades will be calculated in the Canvas gradebook where 60% mastery will be necessary for completion of the course, however students who wish to transfer or who are enrolled in special programs may have a minimum of 70% mastery required. Please check with your transfer institution or program director. Grades will be updated at least after each chapter test throughout the semester in the Canvas gradebook.

Instructor note: The Math Department strongly recommends the use of the TI-36X Pro calculator statistical functions and/or spreadsheet applications such as Pearson’s StatCrunch, which is integrated with MyStatLab.

The grading scale will be structured as follows:
- A - 90 - 100%
- B - 80 - 89%
- C - 70 - 79%
- D - 60 - 69%
- F - 59% or below

Points will be accumulated by:
- Homework/Quizzes: 20%
- Chapter/Unit Tests: 60%
- Final Exam: 20%
Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Testing Expectations: This is a credit-bearing course. Retakes of tests are not allowed for individual students. Contact the Math Department Coordinator and/or refer to the course pages in the Math Department Canvas Shell for guidelines.

Make-up and late work: Per instructor’s policy

Tardiness: Per instructor’s policy in relationship to points given in the course and not in relationship to attendance.

Schedule of Student Assignments/Activities:
Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods or weeks in order to cover the entire curriculum. A sample schedule is attached.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

College Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.
Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course: Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:
- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

Online Course: Active participation in an online course includes the following:
- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access/ADA Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. The Office of Access and ADA Services is located in the Main Library and the phone number is (660) 263-4110 ext. 11240. Students may also contact the Columbia office at 573-234-1067 ext. 12120.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.