

This is an interesting syllabus to write.

I've done much work over the summer to do my best to put together a positive and effective learning experience for this fall. I have confidence that it will be a worthwhile experience, although of course not to the same extent as in-person interactions. I've got lots of details worked out, but I can't say with certainty how they will play out or know what adjustments will be made. With this in mind, this is not so much of a syllabus as an introductory letter, with details to come as the first few weeks unfold.

Statistics and Research Methods covers the content of an undergraduate statistics course with an additional emphasis on research methods. Although valuable for anyone who has passed Math 3, it is especially beneficial for students who may pursue a social science major in college. It is not intended as a replacement for Math SL for students who want to advance in standard calculus-based math tracks in college. Specifically, it does not cover most material on math placement exams, since those exams tend to be mostly algebra-based.

Statistics and Research Methods is a college-level course with a rigorous curriculum. However, many students who have found previous math classes difficult have enjoyed this class because, although it is challenging, it is directly applicable. Most problems from the text, notes, and assignments use real data. More importantly, because Statistics does not build directly on previous mathematical concepts, students who have struggled with algebra are not at a significant disadvantage as they would be in other courses such as Precalculus or Calculus. However, the topics within the course build extensively upon each other, more than in most classes, making it important that students work to get caught up quickly if they miss class or otherwise fall behind.

A graphing calculator is required for this course and will be used for most college math courses as well. New TI-84 Plus CE calculators are available for around \$125. New or used Texas Instruments graphing calculators below the TI-84 Plus CE may not look as nice, but their functionality and syntax are essentially the same, making them perfectly fine for the course yet considerably cheaper. Other brands such as Casio, or more advanced models such as the TI-89, are significantly different and should not be used for this course. Please contact me if acquiring a graphing calculator in the first few weeks of school may present a financial hardship for your family, as we do have some available for checkout.

Below are my promises to you. The first is especially for parents, and the others are for students.

Consistent Communication

I'll send a personalized email for each student at least once per chapter. I'll keep you informed as the start of the year unfolds, and I'll be easy to contact and quick to respond.

A Fair Shot For All

It doesn't matter how good of a student you were in the past. If you want to be well prepared for college, I'll work with you to make it happen.

True Learning

I will provide opportunities as close as possible to a normal year of Statistics & Research Methods. All students will gain significantly, despite the conditions, and students who do well in a distance environment will achieve similarly to what they would have achieved in a normal year.

Keeping Things Honest

I won't create situations where it is easy to cheat compared to in a regular class. I never want you to be in a position where you feel like you have to consider compromising your own morals in order to keep up with other students who are cheating.

Student-Centered

You as a student make the decisions for your own learning. I will respect your choices to put in more effort or less effort when this is your clear intention, although I won't let you accidentally slip through the cracks.

I'm looking forward to the light at the end of this tunnel, and I'll do whatever I can to shine a light inside until we get there.

Kindly,

Erik Wyner

ewyner@scottsvalleyusd.org