Las Positas College
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Course Outline for MATH 40

STATISTICS AND PROBABILITY

Effective: Fall 2015

I. CATALOG DESCRIPTION:
MATH 40 — STATISTICS AND PROBABILITY — 4.00 units

Descriptive statistics, including measures of central tendency, dispersion and position; elements of probability; confidence intervals; hypothesis tests; two-population comparisons; correlation and regression; goodness of fit; analysis of variance; applications in various fields. Introduction to the use of a computer software package to complete both descriptive and inferential statistics problems.

4.00 Units Lecture

Prerequisite
MATH 55B - Intermediate Algebra for STEM B
with a minimum grade of C
or

MATH 55 - Intermediate Algebra for STEM
with a minimum grade of C

Grading Methods:
Letter Grade

Discipline:

	MIN
Lecture Hours:	72.00
No Unit Value Lab	18.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. MATH55B
B. MATH55

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

A. Define different types of statistics, how they are used and misused;
B. Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;
C. Distinguish among different scales of measurement and their implications;
D. Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;
E. Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;
F. Interpret data displayed in tables and graphically;
G. Calculate and understand the meaning of the the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a population, sample, or distribution;
H. Construct and interpret confidence intervals for single populations and two-populations comparisons;
I. Apply concepts of sample space and probability;
J. Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;
K. Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the assocatiated statistics;
L. Solve problems involving the binomial, normal, or chi-squared distribution;
M. Perform descriptive and inferential statistics, using a software package (technology).
N. Calculate probabilities using normal and t-distributions;
O. Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;
P. Identify the baisic concept of hypothesis testing including Type I and II errors;
Q. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;

R. Formulationg a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;
S. Determine and interpret levels of statistical significance including p-values;
T. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

V. CONTENT:
A. Introduction to Statistics
1. Descriptive vs. inferential statistics
2. Types of data
a. Levels of measurement
3. Basic concepts
a. Populations and samples
b. Parameters and statistics
4. Sampling
a. Methods
b. Bias
5. Misuse of statistics
B. Analysis of data
1. Ungrouped data
a. Measure of central tendency – mean median, mode
b. Measure of dispersion – range, mean absolute deviation, variance, standard deviation
c. Measure of position – percentiles, deciles, quartiles, z - score
d. Graphs – stem and leaf, box plot
2. Grouped data
a. Frequency distributions
b. Measures of central tendency – mean
c. Measures of dispersion – variance and standard deviation
d. Graphs – histograms, frequency polygons, ogives
C. Probability
1. Counting techniques, permutations, combinations
2. Finding sample spaces
3. Solve by addition and multiplication rules
4. Solve using complements and conditional probability
5. Bayes Theorem
D. Random Variables
1. Expected value
2. Discrete probability distributions
a. Find mean and standard deviation for a probability distribution in general
b. Binomial distributions
1. Basic concepts of binomial distribution
2. Find probabilities using the binomial distribution
3. Find mean and standard deviation for a binomial distribution
c. Graph using histograms
3. Sampling distributions
E. Normal distributions
1. Basic concepts of normal distributions and the standard normal distribution
2. Find probabilities using the standard normal distribution
3. Central Limit Theorem
4. Approximate binomials using the standard normal distribution
F. Estimation and confidence intervals
1. Single population
2. Two indedpendent populations
3. Two dependent popluations
G. Hypothesis Testing and inference
1. z and t-tests
a. Single population
b. Two independent populations
c. Two dependent populations
2. One-way analysis of variance (ANOVA)
3. Chi-square test
a. Goodness of fit
b. Contingency tables
H. Applications using data from disciplines
1. Business
2. Social sciences
3. Psychology
4. Life science
5. Education
I. Correlation and regression
1. Scatter diagrams
2. Find correlation coefficient and regression equation for a bivariate set of data
3. Graph regression equation
4. Predication using regression equation
5. Hypothesis test for correlation coefficient
J. Statistical analysis using technology
1. Excel
2. Graphing calculator

VI. METHODS OF INSTRUCTION:
A. Demonstration in computer lab
B. Collaborative learning and class projects where applicable
C. Classroom discussion
D. **Lecture** -

VII. TYPICAL ASSIGNMENTS:
A. Homework
1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and

variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).

B. Lab Assignment
1. Lab assignments can be used to reinforce fundamental concepts and skills or to explore certain concepts in more depth than is possible in-class.
2. A typical lab assignment would be to look at real world data use technology to randomly generate a sample, perform specified statistical calculations (mean, median, mode, standard deviation, etc) and graphs (histogram, line graph, pie chart, etc), and analyze the results.

C. In Class Assignment
1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.
2. A typical in class assignment could be to look at real world data for purposes of analyzing correlation, and discussing causality.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Projects
4. Home Work
5. Lab Activities
6. Other:
    a. Examinations
        1. Questions involving calculations should be open-ended and stress conceptual learning rather than just performing the calculations;
    b. Announced or unannounced quizzes
    c. Term project
    d. Homework
    e. Computer assignments
    f. Graphing calculator assignments
    g. Lab final

B. **Frequency**

1. Minimum of 4 exams
2. Weekly quizzes
3. 1-2 term projects (optional)
4. Daily homework assignments
5. 5 to 15 computer lab assignments
6. 5 to 15 graphing calculator assignments
7. 1 lab final (optional)

IX. TYPICAL TEXTS:

1. Bluman, Allen. *Elementary Statistics.* 9th ed., McGraw-Hall Education, 2014.
2. Sullivan *Statistics: Informed Decisions Using Data.* 4th ed., Pearson-Prentice Hall Publishers, 2012.
3. Aliaga, Martha, and Brenda Gunderson. *Interactive Statistics.* 3rd ed., Pearson Education, Inc., 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

A. Scientific or graphing calculator may be required.