1077-E5-1234   **Katarzyna Kowal*** (`kkowal@ramapo.edu`), School of TAS, Ramapo College of New Jersey, 505 Ramapo Valley Road, Mahwah, NJ 07430. *Teaching an effective multi-section elementary statistics course.* Preliminary report.

This paper presents a series of innovations that the author implements into teaching the elementary statistics course at Ramapo College. The innovations are based on the author's 8 years of experience of teaching the course and being the coordinator of all 5-9 sections of the course that have a common syllabus and a common final exam. The author will describe some effective usage of technology and of certain ancillary materials in the course's lectures, assignments as well as in individual and group projects. The author will present how it is possible to include in the course syllabus and to thoroughly cover the important for the new decade topic of hypothesis testing, having it preceded by all the proper and necessary background. Some alternative formulas and teaching methods that the author believes can be omitted by the course will be reviewed. Ramapo's Course Enrichment Component and some methods of how this course can fulfill such component will be discussed. One of such methods that will be presented involves assigning group projects that implement SENCER (Science Education for New Civic Engagements and Responsibilities) ideals into the course (the author applied for and received a SENCER-NSF 4-semester grant for implementing such ideals to her course). (Received September 18, 2011)