MATH 105 (CN 5517)	SYLLABUS	MEYER SPRING 2016

Classroom: Founders 151   **Instructor:** Mrs. Heidi Meyer
Meets: TTh (12:45pm-2:10pm)   **email:**
Office: FNDRS 160 Q   work: meyerh@mjc.edu
Office Hours: see website   home: hmeyer827@sbcglobal.net
Website: http://meyerh.faculty.mjc.edu   **Office Phone:** (209) 575-7832
Text: *Mathematical Reasoning for Elementary Teachers* **7**th ed. by Long, De Temple, & Millman - both the book and the online MyMathLab component that go with this text are required

GRADING: Grades will be based on the following components. **<u>PLEASE NOTE</u>** - more and more as years go by I get LOTS OF emails at the end of the semester asking me to increase a grade by 1% or by 2% because the person has a 69% or 79% and is "so close" to the next letter grade. I cannot do so. You know the requirements from the start, so be sure to put in that 1% or 2% of extra effort from the beginning rather than looking for it at the end!

<u>Grade Components</u>		<u>Grade Scale</u>
Online Homework	10% of grade	$\geq 90\% = $ A
Fraction & Decimal Review Quizzes	10% of grade	80%-89% = B
Projects	5% of grade	70%-79% = C
Midterm Exams	50% of grade	60%-69% = D
Final Exam	25% of grade	$\leq 59\% = $ F

<u>HOMEWORK</u>: Homework will be assigned through MyMathLab and will be worth 10% of your overall grade. Keeping up with online homework is essential to your success in this class. READ the sections in your book! **TIMING** - assignments will open the day before that lesson is taught and will remain open until you've had two class days beyond that lesson in which to ask me questions in class.

<u>FRACTION & DECIMAL REVIEW QUIZZES</u>: As future elementary teachers it is very important that you are able to work with fractions and decimals. This is a prerequisite skill to this class that you began learning 10 or more years ago. Pop quizzes on fractions and decimals will be given at random and cannot be made up, so be sure to attend class daily. If you are not solid with these skills go to tutoring or find sites online to get you to where you need to be with those skills; begin any necessary review *immediately*. These quizzes will be worth 10% of your overall grade.

<u>PROJECTS</u>: Throughout the semester projects will be assigned to you that are intended to broaden your view of what mathematics is. These are worth 5% of your overall grade. No late work is accepted, but you are welcome to turn work in early!

<u>MIDTERM EXAMS:</u> Three midterm tests will be given; they are worth 50% of your overall grade. There are no test re-takes and no dropped test scores. If you cannot avoid missing a test I will replace your missed test score using the percentage you earn on the final exam (for one missed test only). Cell phones or similar items may not be on or out of your bag during a test; having such things out during a test may result in a zero score on that test. Unfortunately in recent semesters people have left class during tests and creatively cheated while out of class, therefore during a test you may not leave the room for any reason! Take care of any restroom needs before you come to class, and bring tissues and water with you. If you leave the room for any reason during a test, you are done taking that test!

<u>FINAL EXAM:</u> The final is worth 25% of your overall grade. It is comprehensive and will take place in our regular classroom from **1:00pm to 3:50pm Tuesday, April, 25 2016**.

<u>WRITTEN PRACTICE:</u> Written practice will be assigned occasionally. This practice will come from problems in your textbook and also from problems that I give to you on the board. These are intended to prepare you well for your written tests. Keep up with these in a timely manner so that you can ask questions in class when we are covering related material, so that you will be prepared at the times when we go over them in class, and also because I will collect some of them at random to provide feedback to you. Since these will be turned in at times you will need to **do them on paper that can be easily removed from your folder**.

Introduction: This course is designed and intended for students majoring in education, primarily those intending to teach students in elementary school. It is also appropriate for some intending to teach junior high or high school and for parents home-schooling their children. The official title of this class is "Structures of Mathematics 1," but it is often called "Math for Elementary Teachers." **Be clear on the distinction that this is <u>NOT</u> "Elementary School Math."** Math 89 (or Math 90) is a pre-requisite for this class, and the topics we will be covering can be quite sophisticated. It is expected that you are proficient at the skills from the Math 89 level (Intermediate Algebra/Algebra II). This is a college-level transferable class, so you are expected to read and write at the college level.

This course has a different focus than any other math class you have taken. Rather than focusing on skills, knowledge, computation and answers, this course emphasizes process, communication, methods, attitude and depth of understanding. For example, while it is a good thing that you are currently able to do subtraction with mixed numbers, this course will require you to be able to demonstrate your ability to explain to a child how to do this AND WHY we use the steps we use.

Intention: This course is intended to give you an overall look at the structure of the field of Mathematics so that you can be more effective teachers by having a depth and breadth of knowledge of this subject. You will also learn methods for teaching math in the elementary school, but not every topic will relate directly to elementary school math.

Goals:

1. to develop in you a depth of understanding of the field of mathematics that will serve as a strong foundation from which to teach others

2. to give you specific skills and methods to teach concepts effectively to your future students

3. to prepare you for university level work

4. to develop an appreciation of Mathematics (capital M - the big picture!)

Course Expectations:

1. that you read and write at the college level

2. that you are proficient at math through Math 89 (aka "Intermediate Algebra" or "Algebra II")

3. that you attend class for the entire period every day

4. that for every hour in class you spend AT LEAST 2 hours studying on your own (This is a standard expectation, part of the 'Carnegie Unit,' but for this class it may require somewhat more than this depending on each particular topic and the mathematical ability you enter this course with.)

5. that you are actively engaged in class

6. that you enter class having worked on your current assignments and ready to ask any questions you have

7. that you will begin your work on time and turn in your work on time

8. that although I encourage you to work in groups, all work is completely your own. I follow the student code of conduct regarding the handling of cheating and plagiarism (*minimum* outcome for cheating being a 0 on that assignment or test). Any incidents of cheating will also be written up and reported to the administrative level.

9. that you respect yourself and your classmates by maintaining a distraction-free environment in which all can focus on learning

If you have a designated disability, please show me your paperwork as soon as possible so that I can help you access your **accommodations**.

The course outline, **objectives and CLO's** are available under the Math 105 link on my home page. Check it out to see the scope of the material we will be covering and what you will be expected to know by the end of the course.

If you decide to **drop** it is your responsibility to do so officially with admissions. If you just stop showing up you may receive an F rather than a W. However, state ed. code does allow the "instructor of record" (me) to drop students for lack of participation. If you miss part or all of 4 or more class sessions you may be dropped.

KEEP all returned written work, projects and tests. They will help you study, and, though I am very careful while entering grades, if I make a mistake the only way I can correct it is if you bring me the work I entered incorrectly and show me my error.

Grades will be posted to my web-site beginning after the first test and will be updated each time you have a test. If you want to determine your grade in-between those times you can use your algebra skills and the information on the first page of this document to determine it. :-)

During **final exam week** classes and office hours are NOT HELD. Just study and go to your final exams.

Non-graphing **calculators** are encouraged and may be used on tests!! Having a square root key and an expoent key is helpful.

I consider this syllabus a contract with my students, and I will stick to it. I do **reserve the right** to make changes in case of necessity. If I make a change I will announce it in class and post it on my web-site.

CLASSROOM CONDUCT - The focus in this room at this time is learning. It is essential that you treat everyone in the class with the utmost respect and tolerance. Distractions such as side-conversations, cell phone use of any kind, arriving late or leaving early are not conducive to learning. I understand that there are emergencies; if you are experiencing one, please deal with it in an appropriate, adult manner such as sitting near the door and quietly exiting if necessary - entering quietly and sitting near the door if you must arrive late - etc. Disruptions may result in being asked to leave class for the day. Disruptions may also result in notification being sent to the dean.

CELL PHONES All cell phones must be shut off and put away in a bag at the beginning of every class session. Having a cell-phone or other similar electronic device out during a test will result in a zero score for that test. (**IF** you are in the midst of a family emergency on a non-test day and need your cell phone on in case an emergency message comes through, just let me know before the beginning of class, and I will allow you to have your cell phone out for that day.)

ACADEMIC HONESTY - Your grade is intended to be a reflection of what you have learned about this subject and how well you can demonstrate that learning. Your integrity is vital to your success in college and in life. Your classmates expect a fair and just learning environment. Cheating is making use of any unauthorized 'help' on homework, tests, projects, etc. Your work needs to come from your own brain, not someone else's brain or the Internet or the back of the book. If cheating occurs it will be dealt with as college policy dictates, the minimum outcome being a zero score. Any incidents of cheating will be written up and reported to the administrative level, you may receive an F in the class and/or you may be removed from the course or the college. Do not take this risk.

SEEKING SUCCESS - The assumption is that you are here to succeed, so the expectation is that you will do what is necessary to achieve that - including attending the **full class** every day, being attentive while in class, **taking your homework seriously**, and taking advantage of the supports available to you. Be sure to check my web-site for information about my office hours and other supports. Get to know your classmates and form study groups with them; one of the best ways to learn is to explain thing to others!