Casper College Course Syllabus

Course Number and Title: Math 1105 – 02 Math for Elementary Education II

Semester / Year: Fall 2006

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: 2:00 – 2:50 p.m.  Days: M,F  Room: PS 107
2:00-3:40 p.m.  W

Instructor’s Name: Pete Wildman

Instructor’s Office #: PS 344  Phone: 268-2506

Office Hours: M,F: 1-1:50
T,W,TH: 10-10:50
W: 11-11:50

Other times by appointment or just drop by - I am often around in addition to these hours. If you can not get me in person, please contact me by e-mail at pwildman@caspercollege.edu or petewildman@bresnan.net. I check my e-mail many times daily!

Course Description:
The second semester of the course for elementary and junior high school teachers. Includes a study of probability, statistics, measurements and geometry. EDCI 1420 must be taken concurrently with MATH 1105.

Statement of Prerequisites:
Prerequisite: MATH 1100 with a "C" or better..

General Objectives:
This course along with EDCI 1420 is designed to prepare students to teach math as elementary or junior high school teachers. The primary purpose of Math 1105 is to present some of the material that you will need to present as primary or secondary educators. EDCI 1420 will focus more on educational pedagogy - or the particular practice of teaching this material. However, there is a great deal of overlap between the two courses. It is an exciting time to be a teacher! Major educational reforms are being discussed and implemented at national, statewide and regional levels. The teachers of the future will have a great opportunity to help shape and develop these reforms and fundamentally improve the education of the nation's children!

Specific Objectives (Outcomes):
Students should:
1. Be able to demonstrate conceptual and instrumental proficiency in probability, statistics, geometry and measurement.
2. Be able to demonstrate oral and written communication skills in Mathematics.
3. Be able to work abstractly with mathematical symbols.
4. Be able to demonstrate an understanding of the nature of mathematics: Observation Investigation - Discovery - Proof
5. Be able to use technology to make and test conjectures.
6. Have an increased confidence in their ability to use mathematics.
7. Develop an appreciation for the power and beauty of mathematics.
METHODOLOGY: The first item of discussion in class will be to go over any questions you might have from the homework. PLEASE PLEASE PLEASE ask questions! There is no such thing as a stupid question! After this is satisfactorily completed - new material will be presented. You can not learn the material as a spectator - participation is important! I will give you ample opportunity to ask questions, discuss and present solutions in class. Be ready to participate!!

EVALUATION CRITERIA: Your course grade will be determined by grades given on tests, homework, summary/portfolio exercises and a final exam. However – if you had my Math 1100 course you will find these assessments quite different from those given in that course. Details on how these specifically are different are explained in a different handout. Here are some specifics though:
1. Homework is assigned nearly every night. Each assignment is given out in class on an assignment sheet distributed about once every two weeks or so. In addition I may hand out some problems in class - so attendance is critical.
2. There will be 3 tests in this course. Test dates are listed on the assignment sheet
3. There will be a set of “summary exercises”.
4. There will be a comprehensive final as scheduled May 10-13.

Your grade in this course will be determined as follows:
I will take your homework scores and compute an average. This score is equivalent to one test score. The total of your summary exercises will be equivalent to one test score. I will drop your lowest test score (including either HW or summary exercises if that score is lowest). The average of these four scores will be 80% of your grade and the final is worth 20%. You are guaranteed the traditional grading scale (90%+ A, 80-89% B, 70-79% C, 60-69% D, 59%- F).

Required Text, Readings & Materials:
A calculator is necessary for this class. You will find a graphing calculator very important for the work on statistics and probability. The instructor will be using a TI-73 or TI-83+ Graphing Calculator on the overhead projector for classroom work. If you do not have a graphing calculator and do not wish to buy one, they are available in the Math Learning Center on a rental basis. Please check with them as to availability and cost.

WHAT IF I NEED HELP?? What should you do if you are confused?? Ask questions! Please do not hesitate to ask questions! There are many ways to get additional help
• Ask questions in class or ask questions using e-mail! Use the accounts: pwildman@caspercollege.edu or petewildman@bresnan.net.
• Come and see me during my office hours (listed above). If these times are not convenient, then please see me to make an appointment! I am often around in addition to these times, so don't hesitate to stop by or give me a call. I want to help.
• Form a study group with your friends - this is a great way to learn!

Let's make this a great semester!!!

LAST DATE TO CHANGE TO AUDIT STATUS OR TO WITHDRAW
Friday Nov. 3, 2006

Student Rights & Responsibilities:
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.
TENTATIVE SCHEDULE WITH COURSE CONTENT
NOTE: This schedule is subject to change – use your assignment sheets for the latest updates

8/28 - Intro. and start 7.1
8/30 - 7.1 & 7.2
9/1 - 7.2 finish
9/4 - HOLIDAY
9/6 - SEMINAR #1
9/8 - 7.3
9/11 - 7.3 finish
9/13 - 7.4
9/15 - Summary Exercise
9/18 - 8.1
9/20 - SEMINAR #2
9/22 - 8.2
9/25 - 8.2 finish
9/27 - 8.3, review
9/29 - TEST #1
10/2 – 9.1
10/4 – SEMINAR #3
10/6 – NDMATYC Conference – no class
10/9 – 9.2
10/11 - SEMINAR #4
10/13 - 9.3
10/16 - Summary Exercise #2
10/18 – 9.4
10/20 – More on Chapter 9
10/23 - FALL BREAK
10/25 - 10.1, 10.2
10/27 - More on constructions
10/30 – Review
11/1 – SEMINAR #5
11/3 - TEST #2
11/6 - 12.1
11/8 - Finish 12.1, 12.2
11/10 – 12.3
11/13 – 12.4
11/15 – SEMINAR #6
11/17 – ADVISING DAY
11/20 – Summary Exercise #3
11/22-24: Thanksgiving Break
11/27 – 11.1
11/29 - 11.2/11.3
12/1 - 11.4
12/4 – Finish Chapter 11
12/6 – SEMINAR #7
12/8 - Review
12/11 - TEST #3
12/13 - SEMINAR #8
12/15 - FINAL REVIEW
12/18-12/21 - Final Exam as scheduled