

Math 1384-04 Course Syllabus Foundations of Mathematics for Elementary Teachers (I) Spring 2018

Classroom and Schedule: Tuesday and Thursday, 11:00am-12:20pm; Room 431, Lee Drain Building

INSTRUCTOR: Dr. Emma Bullock, PhD

Student-Instructor Communication Plan: I answer emails and phone messages within 24hrs Monday-Friday. On holidays and weekends, I take care of my family; so, I may, or may not, answer until Monday, or the next business day. I will never respond on a Sunday unless it is an emergency.

Office:	439G	FAX:	(936) 294-1182		
Phone:	(936) 294-3816	Office Hours:	T, R 8:30-9:30am, 12:30-1:30pm		
Email:	ebullock@shsu.edu	or by appointment	nt		
Homepage:	https://www.shsu.edu/academics/mathematics-and-statistics/faculty/bullock.html				
ResearchGate:	https://www.researchgate.net/profile/Emma_Bullock5				

Course Description: This course is the first in a series of courses designed to develop the necessary foundations in mathematics for prospective elementary teachers. Students are expected to practice communications skills and participate in hands-on activities, including the use of math manipulatives and technology. Topics will include National and Texas standards for teaching mathematics, sets, numeration systems, natural numbers, integers, number theory and rational numbers. Throughout the course, the five main themes recommended by the NCTM Principles and Standards (problem solving, reasoning, communication, connections, and representation) will be emphasized. Students will also participate in class discussions and group work during this course. Prerequisites: TSI score of 350 or grade of C or better in Math 0332. (3 semester hours)

COURSE OBJECTIVES: (from TEKS – Educator Standards)

Upon completion of this course, students will be able to meet the following competencies as outlined by the state of Texas.

Competency 002 (Number Concepts and Operations): The teacher understands concepts related to numbers, operations and algorithms and the properties of numbers.

The beginning teacher:

A. Analyzes, creates, describes, compares and models relationships between number properties, operations and algorithms for the four basic operations involving integers, rational numbers and real numbers, including real-world situations.

B. Demonstrates an understanding of equivalency among different representations of rational numbers and between mathematical expressions.

C. Selects appropriate representations of real numbers (e.g., fractions, decimals, percents) for particular situations.

D. Demonstrates an understanding of ideas from number theory (e.g., prime factorization, greatest common divisor, divisibility rules) as they apply to whole numbers, integers and rational numbers, and uses those ideas in problem situations.

E. Understands the relative magnitude of whole numbers, integers, rational numbers and real numbers including the use of comparative language and sets of objects.

F. Identifies and demonstrates an understanding of and uses of a variety of models and objects for representing numbers (e.g., fraction strips, diagrams, patterns, shaded regions, number lines).

G. Uses a variety of concrete and visual representations to demonstrate the connections between operations and algorithms.

H. Identifies, demonstrates and applies knowledge of counting techniques, including combinations, to quantify situations and solve math problems (e.g., to include forward, backward and skip counting, with or without models).I. Identifies, represents and applies knowledge of place value (e.g., to compose and decompose numbers), rounding and other number properties to perform mental mathematics and computational estimation with automaticity.

J. Demonstrates a thorough understanding of fractions, including the use of various representations to teach fractions and operations involving fractions.

K. Uses a variety of strategies to generate and solve problems that involve one or more steps, with fluency. <u>Competency 006 (Mathematical Processes): The teacher understands mathematical processes and knows how to</u> reason mathematically, solve mathematical problems and make mathematical connections within and outside of <u>mathematics</u>.

The beginning teacher:

A. Understands the role of logical reasoning in mathematics and uses formal and informal reasoning to explore, investigate and justify mathematical ideas.

B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises.

D. Evaluates the reasonableness of a solution to a given problem. Understands connections among concepts, procedures and equivalent representations in areas of mathematics (e.g., algebra, geometry).

F. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem.

G. Expresses mathematical statements using developmentally appropriate language, standard English, mathematical language and symbolic mathematics.

H. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphic, pictorial, symbolic, concrete).

I. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams and animations to communicate mathematical information.

J. Demonstrates an understanding of estimation, including the use of compatible numbers, and evaluates its appropriate uses.

K. Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas.

Texas Educator Standards for Mathematics (** standards particularly addressed in this course) **Mathematics Standard I

Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

**Mathematics Standard V

Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics and to communicate mathematically.

**Mathematics Standard VII

Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Required Textbook:

• *Reconceptualizing Mathematics for Elementary School Teachers*. (Third Edition). Sowder, J., Sowder, L. and Nickerson, S. (2017). New York, NY: W.H. Freeman and Company.

This text is intended to be a consumable resource for students. You are encouraged to write in your text (space is provided in the margins of the text) and to keep your notes and work for use in future content and methods courses, as well as classroom teaching. The pages of the text are perforated and may be easily removed. Supplemental materials will be provided by the instructor.

Required Technology:

- Blackboard Mobile App
- Access to Blackboard on a Computer
- You will almost never need a calculator in this class.
- TEKS App

Required Supplies: Bring the following supplies to each class meeting.

- Colored pencils, crayons, or markers
- Graph Paper •
- Folder to take notes (3-ring binder is recommended)
- Textbook

Course Evaluation: Each student's grade will be based on the following:	
In-Class: 3 Unit Tests (each 100 points)	300
In-Class: Arithmetic Test	50
In-Class and Homework: Reading Discussion Fishbowls	40
Homework: Folder Checks (each 5 points-best 10 of 12)	50
Blackboard: Daily Quick Checks (each 2 points—best 20 of 25)	40
Blackboard: Online Quizzes (each 10 points-best 6 of 8)	60
In-Class: Final Exam (Comprehensive)	160
Total Points:	700

Grading Scale

630-700	560-629	490-559	420-489	429 and below
А	В	С	D	F

ARITHMETIC TEST: A ten-question test will be administered in class during the first week of class. This test will cover addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Calculators are NOT allowed on the arithmetic test. The first time the test is given it will not be counted unless the student got a perfect score. This test will help students see where they may want to especially focus their attention during the course. A similar test will be given again on April 26th and will be worth 50 points. **Re-takes:** Up to 2 retakes may be given outside of class before the end of the term. Please email me to schedule a re-take time.

Scoring: The table below shows how the Arithmetic Test will be scored

Number correct	10	9	8	7	6	5	4	3	2	1	0
Score	50	25	13	7	6	5	4	3	2	1	0

READING DISCUSSION FISHBOWLS: To encourage all students to complete the reading prior to class, every student will be required to participate in at least one fishbowl discussion during the semester. These will be graded using a rubric provided in class. Your grade will be based on both feedback from your peers and the instructor. Each time, I will randomly select 4 students to sit in the fishbowl. An additional student will be randomly selected to participate, even if they have already participated before (there is the possibility you could be selected for every fishbowl discussion—although this is highly unlikely). These 5 students will sit in the center of a large class circle and discuss for 10 minutes the required reading. 1-3 specific prompts will be provided for each discussion to help guide your preparation. A practice fishbowl discussion will be held prior to the first graded discussion in order to help you understand what is expected of you. Your required fishbowl discussion will be worth 40 points. If you are randomly selected to participate in more than your required 1 fishbowl discussion, you will be eligible for up to 5 points extra credit each time depending on the quality of your participation in the conversation. If you are absent for the day of a fishbowl discussion, and your name is randomly drawn for your required participation, you will lose the 40 points and be unable to make it up unless prior approval was obtained, or it was an Excused Absence through the proper channels.

Dates of Fishbowl Discussions: January 25th, February 6th, February 27th, March 1st, March 8th, April 3rd, April 12th, April 26th

DAILY QUICK CHECKS: Except for the first day of class and test days, there will be a daily quick check. This consists of 1 question from the previous night's homework. You will need the Blackboard App on your phone, a tablet, or laptop to complete this daily. You will have only 1-2 minutes to complete the open-note (not open friend) quiz. It will generally be impossible for you to solve the problem and complete the quiz in two minutes. However, if you have done your homework, you should have no problem completing the quick check in the time allotted. Each Quick Check is worth **2 points**. Your **best 20 of 25** will be counted toward your final point total. Because you will drop your lowest 5 scores, **NO LATE WORK WILL BE ACCEPTED**.

FOLDER CHECKS: One of the indicators of the understanding of a concept is the ability "to state it in your own words". Communicating your understanding will be shown through your complete solutions to assigned homework problems and through homework, written responses/reflections to readings, questions, situations, activities or other topics related to your study of mathematics. Homework will be collected 12 times over the course of the semester and be **worth 5 points** each. 2.5 points will result from the 1 random homework question that I grade and the other 2.5 points come from overall completeness, thought, and effort displayed in your work. After each folder check, complete answers to the homework assignments will be given to the entire class, on Blackboard, to help you evaluate the correctness of your thinking as the semester progresses and to help you prepare for quizzes and tests. Your **best 10 of 12** will be counted toward your final point total. Because you will drop your lowest 2 scores, **NO LATE WORK WILL BE ACCEPTED.**

ONLINE QUIZZES: As an additional check on completion of HW assignments, assigned textbook readings, and other learning assignments given, there will be 8 online quizzes posted on Blackboard for your completion. Each quiz will be **worth 10 points**. You will have several days to access these open book (not open friend) quizzes and complete your answers and submit them for grading. You will have 3 attempts for each quiz. Once the deadline for response is past, no further access is available for that quiz. Further details will be shared at the time of the first quiz being posted. Your **best 6 of 8** quiz scores will be counted toward your final point total. Because, you will drop your lowest 2 scores, **NO LATE QUIZZES WILL BE ACCEPTED.**

CLASS PARTICIPATION AND ATTENDANCE: Regular and punctual attendance is expected of every student. As a prospective teacher, you must demonstrate your reliability and conscientious attitude by your faithful attendance. Attendance will be taken every class. Any student who is more than 30 minutes late to class will be counted absent. Tardies will count against your attendance record (3 tardies - 1 absence). Unless approved by the instructor, leaving class early will count as an absence. **If absent or tardy, you are still responsible for all material covered in class.** If you are absent due to an emergency or serious illness, you will need to fill out an absence notification request form that you can get in the Dean of Students Office located in LSC215. You need to complete it within 10 days of the absence. You can take the documentation to them personally. Or, you may email them at doso@shsu.edu or call them at (936) 294-1785 to take care of the paperwork. If your absence is approved, they will notify me. If your absence is not approved, NO LATE WORK WILL BE ACCEPTED. If you have <u>3 or</u> **fewer** absences (this includes non-excused and excused), your final exam percentage grade can be substituted for your lowest unit test grade in figuring your final course grade.

UNIT TESTS: Tests will include problems that are similar to problems assigned and worked in class, in the homework, and on the quizzes. A small portion of each test will include multiple choice or short answer problems. Other portions of each test will include problems where students must show all of their work correctly, as well as arrive at the correct solution to the problem, or provide complete explanations for the problem or situation posed. You will access to all physical manipulatives we use in class during the tests.

Test Dates: February 15th, March 22nd, April 17th

MISSED TEST POLICY: If you are unable to take a test due to an Official University excused absence, arrangements for taking the test must be made in advance of the scheduled test date. If you miss a test due to an unforeseeable emergency situation, contact Dr. Bullock as soon as possible but must be prior to the next class meeting for any possibility of taking a makeup test. If you miss a test and a makeup test is not possible, your final exam percentage grade will be used as a replacement.

FINAL EXAM: The final exam is comprehensive. It will cover all material throughout the course. You will have access to all physical manipulatives we use in class during the final exam.

Final Exam Date: Thursday – May 10th – from 12:00-2:00pm

EXTRA CREDIT and ADDITIONAL RESOURCES FOR SUCCESS: Extra credit will be given at Dr. Bullock's discretion. Please put forth your best effort all semester and attend office hours and online feedback/review sessions for additional help. **ALL** students will benefit from this. If Dr. Bullock determines you are putting forth your best efforts, you may be offered extra credit opportunities, such as test corrections or answering additional homework questions for points, etc. Students who earn a D or F on a Test will be required to meet with Dr. Bullock, one-on-one, before being allowed extra credit opportunities. This is intended to help each student understand what is hindering their success and come up with a remediation plan together. (I promise that I am not too scary. ③). If you would like the recommendation of a tutor for this course, please email me, and I will put you in contact with one of my former students who did well in the course.

Class	Class Agenda/	Work Assigned	Assignment DUE
Date	Online Content		Dates
R 1/18	Introduction/Getting Started/1.4 Issues for	Read: 1.1 Reasoning About	
	Learning: Ways of Illustrating Story	Quantities pp. 1-5	
	Problems		
		HW1 (Handout)	
	Syllabus Scavenger Hunt		
		Online Quiz #1 (Mindset,	
	Introduce Folder Check Rubric	Syllabus, and Chapter 1—	
		Reasoning About Quantities)	
TT 1/00	Student Success Panel Discussion	D 1251 6	D (' D' 11 1
1 1/23	1.2 Quantitative Analysis/1.3 Problem	Read: 2.5 Issues for	Practice Fishbowl
	Solving	Diago Volue pp 42,44	Discussion: Section 1.1
	Arithmatic Assassment	Flace value pp.45-44	Quick Check HW1
	Antimetic Assessment	HW2 (12.28.13.145	Quick Check II W I
	Introduce Fishbowl Discussion and Peer	8)	
	Feedback Rubrics		
	Model and Practice Fishbowl Discussions		
	Introduce Online Quizzes Formally		
R 1/25	2.2 Place Value	HW3 (2.2 : 2, 5, 6, 8, 9)	Discussion Fishbowl:
			Section 2.5
	Blackboard Resources for Success	Online Quiz #2 (Chapter 2—	
		Numeration Systems)	Quick Check HW2
	Blackboard:		
	Answers for HW1 & 2		Folder Check #1 (Turn
			in HW1 & 2)
			Online Ouiz #1
			(Mindset Syllabus and
			Ch 1) DUE BY
			10:30am
T 1/30	2.3 Bases Other Than Ten	HW4 (2.3 : 5, 7, 13, 16, 25)	Quick Check HW3
			-
	How To Pass the First Test!		
	Blackboard:		
	Feedback From Online Quiz #1		

Course Schedule (I always reserve the right to take away from the schedule if I deem it necessary.)

R 2/1	2.4 Operations in Different Bases	Read: 3.6 Issues for Learning—Developing Number Sense pp.76-77	Quick Check HW4
T 2/6	 3.1 Ways of Thinking About Addition and Subtraction Introduction to Number Systems/Theory Natural (or Counting) Numbers Whole Numbers Integers Rational Numbers Irrational Numbers Real Numbers Commutative Property Associative Property Additive Identity Property Blackboard: Answers to HW3, 4 & 5 	HW6 (3.1 : 1, 3, 5, 7, 9) Online Quiz #3 (Chapter 3— Understanding Whole Number Operations)	Discussion Fishbowl: Section 3.6 Quick Check HW5 Folder Check #2 (Turn in HW3, 4, & 5)
R 2/8	3.2 Children's Ways of Adding and Subtracting	HW7 (3.2 : 1-8)	Quick Check HW6 Online Quiz #2 (Ch. 2) DUE BY 10:30am
T 2/13	 3.3 Ways of Thinking About Multiplication Introduction to Number Systems/Theory Distributive Property Multiplicative Identity Property Brief Review for Test #1 Blackboard: Answers to HW6 &7 Feedback from Online Quiz #2 	HW8 (3.3: 2, 3, 4, 14, 23)	Quick Check HW7 Folder Check #3 (Turn in HW6 & 7)
*R 2/15 Sub Today	Test #1: Reasoning About Quantities & Place Value (Ch. 1 & 2 ONLY)		
T 2/20	3.4 Ways of Thinking About Division Blackboard: Feedback from Test #1	HW9 (3.4 : 1, 2, 4, 9, 10)	Quick Check HW8
R 2/22	3.5 Children Find Products and Quotients	Read: 4.2 Issues for Learning—The Role of Algorithms pp.91-92 HW10 (3.5 : 1-6)	Quick Check HW9
T 2/27	4.1 Operating on Whole Numbers and Decimal Numbers	HW11 (4.1 : 1-7, 11-13) Read: 5.5 Issues for Learning: Mental	Discussion Fishbowl: Section 4.2 Quick Check HW10
	Answers to HW8, 9, &10	Computation	Folder Check #4 (Turn in HW8, 9, & 10)

Computational Estimation6-8)Section 5.5R 3/8Computational Ways of Computing Ways of Answers to HW11Online Quiz #4 (Ch. 4.— Some Conventional Ways of Computing & 5—Using Numbers in a Sensible Way)Quick Check HW11T 3/65.3 Estimating Values of Quantities Feedback from Online Quiz #3Read: 6.5 Issues for Learning—Understanding Fractions and Decimals pp. 135-136Quick Check HW12R 3/86.1 Understanding the Meanings of a/b Blackboard: Answers to HW12 & 13HW13 (5.3: 1-5)Discussion Fishbowl: Section 6.5R 3/86.1 Understanding the Meanings of a/b Blackboard: Answers to HW12 & 13HW15 (6.2: 3-6, 8-10, 12)Discussion Fishbowl: Section 6.5Blackboard: Answers to HW12 & 13HW15 (6.2: 3-6, 8-10, 12)Quick Check HW13 Folder Check #6(Turn in HW12 & 13)T 3/206.2 Comparing Fractions Blackboard: Feedback from Online Quiz #4HW16 (6.3: 6, 10-14)Quick Check HW14 & 15)T 3/276.3 Equivalent (Equal) Fractions Blackboard: Answers to HW14 & 15 Peredback from Test #2Online Quiz #5 (Ch. 6— Meanings for Fractions)Folder Check #7 (Turin in HW14 & 15)T 3/276.4 Relating Fractions, Decimals, and PercentsRead: 7.4 Issues for Learning—Teaching Calculation with FractionsQuick Check HW16 (Ch Meanings for Fractions)Quick Check HW16 (Sci 7.4)T 4/37.1 Adding and Subtracting Fractions Answers to HW16 & 17 Answers to HW16 & 17HW18 (7.1: 1-3, 14-16, 18) (Duice Check #8 (Turn in HW16 & 17Discussion Fishbowl: Section 7.4D 4/67.0 Mubic & 17 (Online Quiz #6 (R 3/1	5.1 Mental Computation/5.2	HW12 (5.1 : 2, 3, 5; 5.2 : 1, 2,	Discussion Fishbowl:
Blackboard: Answers to HW11 Online Quiz #4 (Ch. 4— Some Conventional Ways of Computing & 5—Using Numbers in a Sensible Way) Quick Check HW11 T 3/6 5.3 Estimating Values of Quantities Blackboard: Feedback from Online Quiz #3 Read: 6.5 Issues for Learning—Understanding Fractions and Decimals pp. 135-136 Quick Check HW12 R 3/8 6.1 Understanding the Meanings of a/b HW14 (5.3: 1-5) HW14 (5.1: 3, 4, 8, 11, 13, 14, 15, 18, 19, 21) Discussion Fishbowl: Section 6.5 Blackboard: Answers to HW12 & 13 Quick Check HW12 Discussion Fishbowl: Section 6.5 T 3/20 6.2 Comparing Fractions Blackboard: Feedback from Online Quiz #4 HW15 (6.2: 3-6, 8-10, 12) Quick Check HW14 Brief Review for Test #2 Blackboard: Feedback from Online Quiz #4 Online Quiz #4 (Ch. 4 & 5) DUE 10:30am Online Quiz #4 (Ch. 4 & 5) DUE 10:30am T 3/20 6.2 Comparing Fractions (Ch. 3, 4, & 5 ONLY) HW16 (6.3: 6, 10-14) Quick Check HW15 T 3/27 6.3 Equivalent (Equal) Fractions (Ch. 3, 4, & 5 ONLY) HW16 (6.3: 6, 10-14) Quick Check HW15 T 4/3 7.1 Adding and Subtracting Fractions HW16 (6.3: 6, 10-14) Quick Check HW16 T 4/3 7.1 Adding and Subtracting Fractions Read: 7.4 Issues for Learning—Teaching Calculation with Fractions Discussion Fishbowl: Section 7.4 T 4/3 7.1 Adding and Subt		Computational Estimation	6-8)	Section 5.5
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T 3/6 5.3 Estimating Values of Quantities Read: 6.5 Issues for Learning—Understanding Fractions and Decimals pp. 135-136 Quick Check HW12 R 3/8 6.1 Understanding the Meanings of a/b HW13 (5.3: 1-5) Discussion Fishbowl: Section 6.5 R 3/8 6.1 Understanding the Meanings of a/b HW14 (6.1: 3, 4, 8, 11, 13, 14, 15, 18, 19, 21) Discussion Fishbowl: Section 6.5 Blackboard: Answers to HW12 & 13 Quick Check HW13 Oulier Check #6(Tun in HW12 & 13) T 3/20 6.2 Comparing Fractions HW15 (6.2: 3-6, 8-10, 12) Quick Check HW14 Brief Review for Test #2 Quick Check HW14 Online Quiz #4 (Ch. 4 & 5) DUE 10:30am Online Quiz #4 (Ch. 4 & 5) DUE 10:30am R 3/22 Test #2 Whole Numbers and Operations (Ch. 3, 4, & 5 ONLY) HW16 (6.3: 6, 10-14) Quick Check HW15 T 3/27 6.3 Equivalent (Equal) Fractions HW16 (6.3: 6, 10-14) Quick Check HW15 Blackboard: Answers to HW14 & 15 Feedback from Test #2 Online Quiz #5 (Ch. 6— Meanings for Fractions) Folder Check #7 (Tun in HW17 (6.4: 1-5, 9, 12-14, 16, 18) Discussion Fishbowl: Section 7.4 R 3/29 6.4 Relating Fractions, Decimals, and Percents Read: 7.4 Issues for Learning—Teaching Calculation with Fractions Discussion Fishbowl: Section 7.4 T 4/3 7.1 Adding and Subtracting Fractions HW18 (Online Quiz #3 (Ch. 3) DUE BY 10:30am
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T 4/37.1 Adding and Subtracting FractionsHW18 (7.1: 1-3, 14-16, 18)Discussion Fishbowl: Section 7.4HW18 (7.1: 1-3, 14-16, 18)Discussion Fishbowl: Section 7.4Discussion Fishbowl: Section 7.4Blackboard: Answers to HW16 & 17Online Quiz #6 (Ch.7— Computing with Fractions)Quick Check HW17Folder Check #8 (Turn in HW16 & 17)Folder Check #8 (Turn in HW16 & 17)Discussion Fishbowl: Section 7.4			HW17 (6.4 : 1-5, 9, 12-14, 16, 18)	
Blackboard: Online Quiz #6 (Ch.7— Computing with Fractions) Quick Check HW17 Blackboard: Folder Check #8 (Turn in HW16 & 17) Folder Check #8	T 4/3	7.1 Adding and Subtracting Fractions	HW18 (7.1 : 1-3, 14-16, 18)	Discussion Fishbowl: Section 7.4
Blackboard: Answers to HW16 & 17 P. 4/5 7.2 Multiplying by a Exaction HW10 (7.2, 1.21) D. 1/5 1.010 Charlen HW16 & 17 Charlen HW16 & 17			Online Quiz #6 (Ch.7— Computing with Fractions)	Quick Check HW17
Answers to HW16 & 17 Folder Check #8 (Turn in HW16 & 17) P. 4/5 7.2 Multiplying by a Exaction		Blackboard:		
D A/5 = 7.2 Multiplying by a Fraction $UW10 (72, 1.21)$		Answers to HW16 & 17		Folder Check #8 (Turn in HW16 & 17)
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	R 4/5	7.2 Multiplying by a Fraction	HW19 (7.2 : 1-21)	Quick Check HW 18
Online Quiz #5 (Ch.6 DUE BV 10-30am				Online Quiz #5 (Ch.6) DUE BY 10:30am

T 4/10	7.3 Dividing by a Fraction	Read: 10.7 Issues for	Quick Check HW19
		Learning—A Historical	
	Blackboard:	Perspective	Folder Check #9 (Turn
	Answers to HW18 & 19		in HW18 & 19)
	Feedback from Online Quiz #5	HW20 (7.3 : 1-3, 5-9, 13-15)	
*R 4/12	10.1 Big Ideas About Signed	HW21 (10.1 : 1, 2, 5, 6; 10.6 :	Online Discussion
Online	Numbers/10.6 Number Systems	2-4, 10, 11)	Fishbowl: Section 10.7
Class			
	Brief Review for Test #3	Online Quiz #7 (Ch.10—	Quick Check HW20
		Integers and Other Number	
	Blackboard:	Systems)	Online Quiz #6 (Ch.7)
	Feedback from Online Quiz #6		DUE BY 10:30am
*T 4/17	Test #3 Fractions (Ch. 6 & 7 ONLY)		
Sub			
Today			
R 4/19	10.2 Children's Ways of Reasoning	HW22 (10.2 : 1-4; 10.3 : 1-5)	Quick Check HW21
	About Signed Numbers/10.3 Other		
	Models for Signed Numbers		Folder Check #10
			(Turn in HW20 & 21)
	Blackboard:		
	Answers to HW20 & 21		
T. 4/2.4	Feedback from Test #3	D 1 11 5 1 6	
T 4/24	10.4 Operations With Signed	Read: 11.5 Issues for	Quick Check HW22
	Numbers/10.5 Multiplying and Dividing	Learning—Understanding the	
	Signed Numbers	Unique Factorization	
		Theorem	
		HW22 (10 4, 1, 2, 4, 6, 7, 10)	
		$10.5 \cdot 1 = 2 \cdot 5 \cdot 7 \cdot 9$	
R 4/26	11.1 Eactors and Multiple Primes and	HW24 (11 1: 2 5 9-12 15	Discussion Fishbowl:
K 4/20	Composites/11.2 Prime Factorization	20: 11 2: 5 6 11 12 15)	Section 11.5
		20, 11.2. 3, 0, 11, 12, 13)	Section 11.5
	Arithmetic Assessment	Online Quiz #8 (Ch 11—	Ouick Check HW23
		Number Theory)	Quien Cheen II (125
	Blackboard:		Folder Check #11 (Turn
	Answers to HW22 & 23		in HW22 &23)
T 5/1	11.3 Divisibility Tests to Determine	HW25 (11.3 : 4, 10, 11, 13,	Ouick Check HW24
	Whether a Number is Prime/11.4 Greatest	16. 17: 11.4 : 4-6. 12. 18. 21.	<u></u>
	Common Factor, Least Common Multiple	23, 24, 29)	Online Quiz #7 (Ch.10)
	, in the second s	- 7 7 - 7	DUE BY 10:30am
R 5/3	Review for Comprehensive Final (Ch. 1-		Quick Check HW25
	7, 10-11)		~
			Folder Check #12
			(Turn in HW24 & 25)
	Blackboard:		, ,
	Answers to HW24 & 25		Online Quiz #8 (Ch.11)
	Feedback from Online Quiz #7		DUE BY 10:30am
	Feedback from Online Quiz #8		
Finals	Thursday – May 10 th – from 12:00-		
Week	2:00pm		

CLASSROOM RULES OF CONDUCT

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks,

reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Use of Telephones and Text Messagers in Academic Classrooms and Facilities: The use by students of electronic devices that perform the function of a telephone or text messager during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course. Any use of a telephone or text messager or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <u>http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29</u>).

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will provide the student with a written description of the deadline for the completion of missed assignments and/or tests.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf

ACADEMIC DISHONESTY POLICY

Academic dishonesty will prevent you from mastering the content and will result in you not only failing the course, but, even if you are not caught, will damage your future students which is immoral and unethical. If you feel you need to cheat, please do NOT become a teacher!

1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life.

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32 may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authorization, with another student during an examination or in preparing academic work.(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit. 5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System Rules and Regulations and Sam Houston State University Student Guidelines except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.