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Office Hours: Monday & Wednesday 1:00 – 1:30 (**A106**); 4:00 – 5:00 (**U-84**); 7:00 – 8:00 pm (**U-84**)

Math Study Hall (MaSH) (U80) Hours: _____

Tutoring Center Hours (U80) Hours: _____

Math Study Hall (MaSH): The MaSH is a service provided by SCC that gives you a chance to supplement learning done in the classroom. There will always be a math faculty member, instructional aides and student workers on duty to assist you when needed. There are also computers where you can access mathematical software or do work for your on-line math class. You may enroll in Math 083L. To receive credit you must complete 9 hours during the semester in the Math Study Hall. Attendance is tracked through the sign-in computer. When you enter MaSH, you will slide your student ID card or type in your ID number at the sign-in computer (no SSN). When you leave, you will sign out the same way. Signing out is very important. You may lose hours you put in if you do not sign in and out appropriately.

Text: Mathematics for Elementary Teachers: A Contemporary Approach, 9th edition, by G. Musser, Wm. Burger & B. Peterson – ISBN 978-0-470-53134-1 from www.wiley.com/college
There are a Student Activities Manual by Swenson & Swanson ISBN 978-0470-53136-5 and a Student Hints and Solutions Manual for Part A Problems by Trimpe, Maurer & Maurer ISBN 978-0470-53135-8 that you might want to purchase.
Companion website: www.wiley.com/college/musser

Course Description and Purpose: The purpose of this course is for the student to gain a thorough understanding of the content of the K-8 curriculum in order to teach mathematics correctly, with confidence and, hopefully, with enjoyment.

There are three outcome objectives for the course:

- 1) To identify and understand the essential elements of a number system.
- 2) To gain a fundamental understanding of operations upon number systems, including whole numbers, rational numbers, and integers.
- 3) To develop higher-order critical thinking skills and strategies in the area of problem solving.

All of the first 8 chapters and additional material not in the text will be covered. Topics covered will be problem solving, sets, numeration, whole numbers, number theory, fractions, decimals, percents, and integers. This course is **not** a methods course, but does incorporate some elements of elementary teaching theory.

Prerequisite: Successful completion of Math 105, 170, 219 or equivalent skills (as measured by a satisfactory score on the Math Level 4 exam in combination with an Liberal Arts Mathematics course).

As this class has Transfer-level math as a prerequisite, I assume that you are comfortable with algebra and geometry. If you need some review work, two helpful sources are: School Zone Math 6th Grade Deluxe Edition (Grade 5 is also a good review of basic arithmetic skills) and Schaum's Outline series Elementary Mathematics by Barnett Rich can give you lots of information and problems to practice. Also, www.math.com has basic practice and www.mathtv.com has great videos.

Withdrawals: If you decide to drop this class and stop attending, it is your responsibility to turn in a drop card to the Admissions Office (E-101). The last day to drop and receive a "W" grade is April 24, 2011.

Attendance: Attend every class! If you must miss class, make arrangements to get class notes and assignments from another student. Attendance will be taken at each class meeting. Perfect attendance and being on time will bring up your grade 1%. Being absent, late or leaving early more than two times will lower your grade 1%. A student may be dropped due to excessive absences (4 or more). Please let me know if an emergency occurs which affects your attendance.

Class Structure: Most class time will be spent in activities and discussion of the material. You will be expected to prepare for each class by reading the text and doing homework. Come to class with questions about the reading and problems. Since the class meets on Mondays and Wednesdays, your schedule should allow you time to prepare for each class. Your participation grade will be based on your questions and activities in class.

Class Participation: Students will be responsible for presenting homework problems at the board. Each student will be expected to complete 2 problems on the board, one problem before spring break and another after spring break each worth 5 points. A list of problems for discussion will be available for signup at the side counter. The problems will be from "A" listed problems that have answers available and will be similar to the problems that will be turned in as collected homework. Students will volunteer to write solutions on the board & then present their solutions to the class as a whole. This board work will enable students to practice verbal explanations in mathematics. It is not necessary that you understand everything when you come to class and I do not expect your responses to be correct when you are in the process of learning! I expect that your responses will reflect the preparation and thought that you will have already invested. It is your interest, enthusiasm and effort that will make the big difference here. An additional 5 points will be awarded twice during the semester and is a subjective measure of your participation which will include attendance, asking questions, being attentive and staying on task.

Journals: Each student will be required to write two journal assignments. Journals will be collected for grading on designated dates. Each journal entry is worth 10 points and will cover both the emotional and mathematical side of teaching. Typed journals are always welcome!

Problem Sets: There will be two problems to be done outside of class and are due on designated dates. Each day that a problem is late will decrease its' grade by 10%. Assignment sheets will be given in class. The problem sets are worth 30 points total.

Handouts/Labs: Some handouts will be assigned and collected as separate assignments worth 2 – 10 points each. Other labs will be collaborative learning projects where your success will depend largely on the interactivity of the group and the group members' willingness and effectiveness in helping each other. Evidence of your lab work will be collected and graded worth 2 -10 each.

Supplies: A scientific calculator is required. A graphing calculator is not permitted. Note, cell phone or PDA calculators of any kind are forbidden from being used in this course. You will also need a colored pen or pencil, graph paper, and you may want to acquire a 1.5 or 2 inch loose-leaf binder as well as a stapler for stapling homework together. An **abacus** will be loaned to any students wishing to have one. However, if the abacus is not returned to the instructor by the end of the semester in useful condition, a campus hold will be placed on the students' records until the abacus is returned or a fee of \$10 is paid to replace the lost or damaged abacus. An abacus can be purchased through www.ChinaSprout.com website.

Presentation: A group presentation will be worth 80 points. Details of the assignment will be handed out separately.

Groups will be of 3 or 4 students and will encompass a short lesson on elementary math presented to the class.

Homework: In any math course, it is essential to get “hands on” experience with the concepts. Remember that as a teacher you must know more than how to carry out procedures; you must know why those procedures work and have a deep enough understanding to generate good explanations. Plan to spend **at least** four hours per class session on your homework. Keep your homework organized and bring it to class each day. Homework assigned for each section should be completed by the following class meeting. Homework is to be done in pencil on full-sized notebook paper or graph paper. Your name and a list of problems is to be written in the top right corner of the first page for that assignment or it will not be graded. Clear label each section!

Homework will be collected for grading **approximately every three weeks** (dates on attached schedule) and is worth 1 point per problem. Homework must be neat, complete and readable.

Tests and Quizzes:

A) There will be approximately twenty quizzes worth 5 points each, no make-ups will be given. Two of the lowest quiz scores will be dropped. Many of the quizzes will reflect material in the textbook and focus on vocabulary.

B) There will be four 100 point tests. Dates for the tests are on the attached schedule, however, the dates may change if the instructor finds it necessary and such changes will be announced in advance in class. All tests are comprehensive. Tests must be taken on designated days, no make-ups will be given. If an emergency occurs, you must let me know before the test that you will be absent. Call Me! A one-time test replacement grade may be used, if a test is missed and I am notified in advance, by substituting the percentage from the final exam.

C) During the last part of the semester, you will be given a timed arithmetic competency test. Mastery of basic skills is an absolute necessity for teaching mathematics well. Calculators are not allowed on this exam, however an abacus is allowed. You must get a minimum of 90 % in order to pass this course. Other than satisfying the competency requirement, your performance on this test has no impact on your grade for the semester. You will have two opportunities to retake the competency test, if necessary.

D) A comprehensive final exam will be given. It is worth 200 points. (Wednesday May 18 at 5pm)

Cell Phone Policy: All cell phones and electronic devices must be turned “OFF” (not on “silent,” not on “vibrate,” not “on”) during the entire class period. I truly believe electronic devices are a distraction to the instructor, to other students, and to the user. My goal is to create the most effective environment conducive to learning. If there is an emergency situation, you must inform me before class begins. If you are addicted to texting, find another class immediately.

Based upon the RSCCD Standards of Student Conduct, students will be in violation of the code should you disrupt the teaching of this class. This includes excessive talking with your peers and **any** cell phone usage, including texting. Penalties that may be invoked include warnings, probation and suspension from all classes and activities within the district.

Accommodations for Disabilities: Students with verifiable disabilities who want to request academic accommodations are responsible for notifying me and Disabled Students Programs and Service (DSPS) as early as possible in the semester. To arrange for accommodations, contact DSPS at (714) 628-4860, (714) 639-9742 (TTY) or stop by the DSPS Center in E-105.

Grades:

The **course grade** will be based on:

Your percentage of total points possible.	
Homework	110
Problem Sets/Journals/Labs	30 / 20 / 50
Participation/Presentations	20 / 80
Quizzes	90
Tests	400
Final exam	200

The **grading scale** will be:

90-100%	A	60-69%	D
80-89%	B	0-59%	F
70-79%	C		

Student Conduct: All students are responsible for maintaining appropriate conduct while enrolled in classes through the Rancho Santiago Community College District (RSCCD). Guidelines for student conduct are set forth in the RSCCD “Standards of Student Conduct” policy. Detailed information regarding student discipline and rights within this policy is available in the college catalog and student handbook. Students who violate the Standards of Conduct are subject to disciplinary action which includes, but is not limited to, removal from class, suspension and expulsion.

Student Honesty: There will be several opportunities for collaborative activities in this class; however, collaborating on class tests or quizzes will not be tolerated. Anyone seeking help from or providing assistance to another student on a test or quiz will receive a zero. Homework is expected to be individual work.

Test Rules: *No looking at another students’ desk or paper*
 No sharing of supplies or calculators
 No talking or using cell phones

How to survive this course:

- A) Keep this overview and notify me of any trouble you are having in the course.
- B) You are required to read all sections in the text to supplement the lecture, because it is impossible to cover all the material in class. Class lectures make more sense if you have read the material before the date on the schedule. Plan also to reread each section after it is discussed in class.
- C) Give yourself plenty of time outside of class to review your notes, read the text, work homework problems, and study. If possible set up a **study group** of 1 – 5 other students. Studying with others can help you through any questions and force you to communicate solutions to other students. Going over any problems in the “B” sets of the homework in a group is a very good idea. The best way to learn a subject is to teach it.
- D) Focus on vocabulary!! Be able to explain what you did and WHY!
- E) Don’t let yourself get behind. Keep a positive attitude. Get help when you need it.

Names & phone numbers of 3 other classmates to call if you need notes:

- 1. _____
- 2. _____
- 3. _____

SUCCESSFUL STUDENTING

Many students do not know what a good college student is or what a good college student does. For one thing, good students need not be the individuals with A's and B's.

Characteristics of a successful student

1. They **turn off their cell phone** and attend class – regularly and on time. If they miss a lecture they make sure they get all assignments and with the help of their classmates, understand specifically what was covered in class.
2. They demonstrate that they care about their grades and are willing to improve them.
3. They speak out in class (even if their attempts are a bit clumsy or difficult). They ask questions concerning current assignments. They do **not** wait until an exam is forthcoming.
4. Successful students turn in assignments that are neat and sharp. They take time to produce a final product that reflects a caring attitude and pride in their work.
5. They see the instructor before or after class about grades and upcoming tests and other academic problems. They are not afraid to enter into meaningful conversation with the instructor.
6. They are attentive in class. They do not text, chat, read or eat. In other words, they are polite and graceful (even if they get a bit bored).
7. All work and assignments are submitted on time (as would be done in a realistic work environment). Successful students complete all work.
8. The most successful students may well spend time in the tutorial center (frequently), in the library (studying with a group of classmates) or at the instructor's door many times during the semester.

It is a demanding task to do well in college. Successful students work on all of the above characteristics. They are also models for their fellow students, who may be inexperienced, and help them get down to the business of serious studenting (a requirement of this course and of this instructor).