

HIGHER MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS
MATHEMATICS 234 SECTION 1
CRN 35043

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WEBPAGE <http://umonline.umn.edu/>

GOALS Upon completion of this course, a student will be able to:

1. Apply algebra in many forms (e.g., as a symbolic language, as generalized arithmetic, as a study of functions, relations, and variation) and use algebra to model physical situations and solve problems;
2. Explain proportionality and its invariant properties;
3. Apply number theory concepts and theorems, including greatest common factors, least common divisor, properties of prime and composite numbers, and tests for divisibility;
4. Represent, analyze and interpret data;
5. Simulate random events and describe expected features of random variation;
6. Distinguish between theoretical and experimental probability and describe how to use one or both to determine a probability in a given situation.

TEXT Mathematics for Elementary School Teachers, 4th Edition (Sybilla Beckmann)

LETTER GRADE Your letter grade in the course will be determined by assessment of your understanding of predefined learning standards. For each standard, I will write an assessment that will provide me with the ability to assess your understanding on a 4-point scale according to:

Score	Student demonstrates...	Classification
4	...mastery beyond the learning target	Beyond Proficient
3	...full mastery of the learning target	Proficient
2	...partial mastery of the learning target	Nearing Proficient
1	...minimal mastery of the learning target	Novice
0	...no mastery of the learning target	Beginner

Each mid-semester exam will assess 3 or 4 standards. You will have the opportunity to “challenge” your first assessment results one time during the semester. Each project will assess 1 standard. You will not have the opportunity to challenge any project assessment results. Let S be your average score over all assessments, then, your letter grade in the course will be determined according to:

$$\begin{aligned} 3.50 < S \leq 4.00 &\Rightarrow A \\ 3.00 < S \leq 3.50 &\Rightarrow B \\ 2.50 < S \leq 3.00 &\Rightarrow C \\ 2.00 < S \leq 2.50 &\Rightarrow D \\ 0 < S \leq 2.00 &\Rightarrow F \end{aligned}$$

± GRADE Your plus/minus grade will be determined by assessment of your effort in the course. This aspect will be measured through the collection of homework assignments. Let T be the total proportion of homework assignments completely attempted and self-graded, then, your plus-minus grade will be assigned according to:

$$\begin{aligned} 0.90 &\leq T < 1.00 &\Rightarrow &+ \\ 0.80 &\leq T < 0.90 &\Rightarrow & \\ 0 &\leq T < 0.80 &\Rightarrow &- \end{aligned}$$

Please note that there is no “A+” grade given at the University of Montana.

HONESTY All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at the following web address:

http://life.umt.edu/vpsa/student_conduct.php.

ACCOMMODATION The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors and Disability Services for Students (DSS). If you think that you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommassen 154. I will work with you and DSS to provide an appropriate accommodation.

POLICIES You must earn a C- or better in this course to pass the requirement in the School of Education. You may change to Credit/No Credit up the last day of the class. Credit will be awarded to students earning a D- or better. However, if you choose this option the grade cannot be counted towards the School of Education requirement nor the UM graduation requirement.

DATES February 12th is the last day to drop or add the course using Cyberbear. March 28th is the last day to drop with instructor and advisor signatures. May 6th is the last day to drop the course or change grading option using a late drop form. Acceptable reasons for a late drop are listed in the university catalog and include reasons such as accident, illness, family emergency or a change in work schedule. The following examples are not considered sufficient for a late drop: protecting GPA, forgetting to turn in the change slip, losing financial aid, losing eligibility to engage in sports.

SEMESTER SCHEDULE

Tuesday	Thursday
26-Jan Section 7.1	28-Jan Section 7.2/7.3
2-Feb Section 7.4/7.5	4-Feb Review 7/Project 1
9-Feb Exam 1	11-Feb Section 8.1/8.2
16-Feb Section 8.3/8.4	18-Feb Section 8.5
23-Feb Section 8.6/8.7	25-Feb Review 8/Project 2
1-Mar Exam 2	3-Mar Section 9.1/9.2
8-Mar Section 9.3/9.4	10-Mar Section 9.5/9.6
15-Mar Section 9.7	17-Mar Section 9.8
22-Mar Review 9/Project 3	24-Mar Exam 3
29-Mar Section 15.1	31-Mar Section 15.2
5-Apr Spring Break	7-Apr Spring Break
12-Apr Section 15.3	14-Apr Section 15.4
19-Apr Review 15/Project 4	21-Apr Exam 4
26-Apr Section 16.1	28-Apr Section 16.2
3-May Section 16.3/16.4	5-May Review 16
Final Exam 8:00-10:00 Wednesday, May 11	

OTHER IMPORTANT DATES

February 12 - Last day to add/drop/change courses via Cyberbear

March 28 - Last day to add/drop/change courses using paper form

May 6 - Last day to make a petition for add/drop/change petitions in cases of sickness, family emergency, or change in work schedule.

HOMEWORK ASSIGNMENTS

Section	Problems for Section	Due Date
7.1	1,2,5,7,9	2-Feb
7.2	1,3,5,14,19	4-Feb
7.3	1,3,4,6,10	4-Feb
7.4	1,3,5,9,12	9-Feb
7.5	1,2,4,6,25	9-Feb
8.1	2,3,5,6,8	18-Feb
8.2	4,5,6,8,9	18-Feb
8.3	3,9,10,13,14	23-Feb
8.4	2,3,4,5,6	23-Feb
8.5	6,9,11,14,22	25-Feb
8.6	1,4,10,11,17,	1-Mar
8.7	1,2	1-Mar
9.1	3,4,6,12,14	10-Mar
9.2	4,7,8,11,17	10-Mar
9.3	3,5,8,10,15	15-Mar
9.4	1,3,5,6,7	15-Mar
9.5	2,4,8,14,22	17-Mar
9.6	2,5,6,14,19	17-Mar
9.7	2,6,9,11,12,21	22-Mar
9.8	1,2,4,7,11,14	24-Mar
15.1	1,6,7,8,10	12-Apr
15.2	1,3,4,5,7	14-Apr
15.3	3,6,9,12,13,18,20	19-Apr
15.4	1,3,9,10,14	21-Apr
16.1	2,3,5,6,8	3-May
16.2	1,2,4,6,8	5-May
16.3	4,12,14,16,17	11-May
16.4	1,8,13,17,19	11-May

Homework Philosophy

I view homework assignments as *formative* assessments. Formative assessments are meant to give students feedback so that adjustments in learning can be made to improve learning outcomes measured in *summative* assessments (i.e. mid-semester and final exams). As such, I expect you to correct your own homework assignments before handing them in for credit. This arrangement gives you immediate feedback on your understanding of course content and the opportunity to correct your misunderstandings and errors in thinking.

Homework Policies

- Corrected homework for each chapter is due at the start of the class period on the date indicated above. I do not accept late homework for any reason.
- Homework must be submitted on quad ruled loose leaf paper without frayed edges, homework must be done in pencil, and multiple pages must be neatly stapled.
- Homework solution keys will be provided on our class webpage at 5PM on the night before the homework is due in class. Use a colored pen to correct your homework and make notes to yourself. Your homework effort will only be counted if every problem has been attempted and corrected.