



scott m. lewis
hertz 225
phone: 963-1803
fax: 963-3226
hours:
m,w,f 9:00am
else, by appointment, gleefully accepted

links:

- [pbs teacher source](#)
- [the children's literature web site](#)
- [history of mathematics web resources](#)
- [Strawberry Pop-Tart Blow-Torches](#)

mathematics for elementary school teachers

math 164
5 credits
hertz 120
mtwhf - 11:00am

text:

(2007). billstein, et. al. mathematics for elementary teachers, 9th ed..new york: addison wesley.

description:

there are some links in the left sidebar of this page.take the time to explore what some people in other universities are interested in. there are other possibly useful links back at my [home page](#).

this quarter we will cover most of the following in our text:

- ch. 2: sets, whole numbers and functions; sections 2.1-2.5
- ch. 3: whole-number computation; sections 3.1-3.3
- ch. 4: integers and number theory; sections 4.1- 4.5
- ch. 5: rational numbers and fractions; sections 5.1-5.4
- ch. 6: decimals, percents, and real numbers; sections 6.1-6.4
- ch. 8: statistics: an introduction; sections 8.1-8.3

we will also study several applications which you can find out about by looking at the online [study guide](#) .

check out the [spring 2008 class calendar](#).

evaluation:

your grade will be determined by two midterms (30% ea.) and a final examination (40%). the first midterm will take place (and be graded) before the deadline for dropping the class. grades will be assigned on a 90%-80%-70%-60% scale. i do give A-'s, B-'s, and C-'s. occasionally, the lines between A-/B+, etc. are lowered, but **never** raised. in other words, if your average is 90% then you will receive some sort of an 'A.'

i collect selected homework assignments and we will have several unannounced, but straight-forward, quizzes to help you see where you stand

regarding the content of the course.

if you have any questions or comments, feel free to come by my office or e-mail me at the address below.

student learner outcomes

the most important things you learn in school are not going to be measurable, sorry. in fact, the absolute best service a list of 'student learner outcomes' could possibly provide is as a random sample of behavioral objectives. that said, at the end of this course, you will have a reasonable facility (as measured by the evaluation procedures described above) in identifying, and working with, a variety of real numbers in a variety of contexts. you will apply some of the basic concepts underlying our number system to real life problems, and you will learn to ask and answer some simple, but important questions when faced with statistical information.

no, no, no!

no late assignments, no early tests, no late tests, no make-up tests (including finals ... be there).



| post no bills |

spring 2008.

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there's no place like [home](#).