

MATH 164 Foundations of Arithmetic

Winter Quarter 2009

Daily, 12-12:50 pm, Hertz 120

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Course Information...

Textbook—The required text for this course is *A Problem Solving Approach to Mathematics for Elementary School Teachers* (9th Edition) by Billstein, Libeskind, & Lott.

Course Description—Structure of the real number system. Properties of and operations on integers, rationals, decimal representation, percentages, proportion, graphing and elementary problem solving. Recommended for the prospective elementary school teacher.

Course Goals—This course is intended to acquaint future elementary school teachers with the math content and processes recommended by both the Washington State Academic Learning Requirements and the National Council of Teachers of Mathematics (NCTM) *Principles and Standards*. Students will be able to solve problems in a variety of ways and communicate their reasoning mathematically.

Course Conduct—It is expected that you will attend class daily. Learning the skills and concepts required to be successful in this class won't happen without regular effort on the part of the student. You are responsible for any material covered in class in addition to the material in the textbook. Some in-class assignments will be graded and cannot be made up. It is your responsibility to stay informed—if you miss class, ask your fellow students for notes, check the website for course details, and/or talk to me. Cell phones should be turned off during class (unless you'd like to favor us with a song) and electronic music devices should not be used. It is also expected that your presence will contribute to and never distract from the learning of others in the class.

Grading...

You may expect homework on a daily basis. These problems are intended to give you practice using the skills and concepts you've learned in class. Though I will not grade this work, it will prepare you for other assignments. Try the problems and ask questions.

In-Class Activities

5%

In-class activities are an integral part of this course. To earn these points you need only show up and **be involved**. Due to the nature of many of the activities, they cannot be made up.

Written Assessments/Presentations

20%

There will be various written assessments/presentations assigned during the quarter covering topics under study, roughly one per week. Due dates and more detailed criteria will be given as the term progresses.

Quizzes

15%

You can expect a quiz on most Fridays. Other quizzes may be given at random to encourage attendance and participation. The intent of the quizzes is to motivate you to stay involved in the class, provide more frequent feedback on your progress with the material covered, and prepare you for the exams. Your lowest quiz score will be dropped so **no make-ups will be allowed**.

Midterm/Final Exam

60%

Each exam is comprehensive and will be similar in format to the quizzes. You must be present on exam days—make-up exams will only be given when sufficiently warranted (and entirely at the discretion of the instructor).

Your grade in this class will be determined on the following scale:

93-100%	A	87-89%	B +	77-79%	C +	67-69%	D +	Below 60%	F
90-92%	A -	83-86%	B	73-76%	C	63-66%	D		
		80-82%	B -	70-72%	C -	60-62%	D -		

Important Dates

- Martin Luther King Jr. Holiday, January 19 (NO CLASS)
- Presidents Day Holiday, February 16 (NO CLASS)
- Uncontested Withdrawal Deadline, February 20
- Final Exam, Friday, March 20 @ 12 pm

Policy for Late Work

As a general rule, I do not accept late work. If there are extenuating circumstances, please let me know and I will consider the merit of your plea. Due dates will be announced in advance so any foreseeable problems should be brought to my attention **before** the assignment is due. As noted above, there are no make-ups for quizzes.

Please Note

Math is not a spectator sport. Watching me or classmates solve problems is not a substitute for making the effort to participate in class and complete homework assignments.

I make every effort to ensure a positive learning environment for each student but it is your responsibility to take action if you are struggling in this class. We have a drop-in lab on campus which provides free assistance if you need extra help with concepts or assignments. I welcome questions and feedback from students and am willing to make accommodations where appropriate. If the situation warrants, you are also encouraged to speak to the chair of the math department, Aaron Montgomery. Be proactive.

If you have any requests to allow for special needs, let me know within the first 5 days of class. Students who have "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office and wish to have adjustments in this course should provide me with a copy of the form and discuss their needs with me. Students with disabilities without this form may contact the Disability Support Services Office, Bouillon 205, dssrecept@cwu.edu, or 963-2171.