

**DEPARTMENT OF MATHEMATICS
COLLEGE OF SCIENCES
CENTRAL WASHINGTON UNIVERSITY
COURSE SYLLABUS FALL 2011**

1. **MATH 164**

<u>CRN</u>	<u>TIME/DAY</u>	<u>BLDG/ ROOM</u>	<u>INSTRUCTOR</u>
91284	10:00 – 10:50	Hertz 120	Dr. Janet Shiver
91285	1:00 – 1:50		

2. **Textbook and Materials:**

The text for this course is *a Problem Solving Approach to Mathematics*, tenth edition by Billstein, Liebeskind and Lott.

3. **Office Hours and Phone Numbers:**

Office: Bouillon 117

Phone: 963-2834

Email: shiverj@cwu.edu

Office hours: 9:00 – 9:50 or by appointment

4. **Course Description:** This course is designed for students who plan to teach at the elementary or middle grades level and who have declared education as their major course of study. This course presents the fundamental topics underlying elementary and middle school arithmetic including problem solving, real numbers and their subsystems, and elementary number systems. Algorithms for addition, subtraction, multiplication, and division of real numbers are developed using a variety of activities.

5. **Course Rationale:** To meet the expectations for mathematics education for elementary teachers, a shift in content, instructional methods, and assessment practices is crucial. The *Principles and Standards for School Mathematics* (NCTM, 2000) outlines the specific changes needed in pre-service mathematics education. This document calls for prospective teachers to be taught using the methods they should model in their own classrooms. It also calls for teachers to have an understanding of the historical development and current applications of mathematics and the use of technology to promote mathematical understanding and to communicate meaning. This course is designed to address these changes in mathematics education and to prepare pre-service elementary teachers to teach important mathematical content to elementary students. This course will use the following reform ideas:

Content: *Toward:* A variety of mathematical topics and problem situations
 Away from: Only arithmetic topics

Learning: *Toward:* Investigating problems and exploring concepts
 Away from: Memorization and rote learning (although, in certain cases

these are necessary)

Teaching: *Toward:* Questioning and listening
Away from: Teaching by telling

Evaluation: *Toward:* A variety of sources evaluated by the instructor
Away from: Evaluation by tests only

Expectations: *Toward:* Using understanding of concepts and procedures to solve problems
Away from: Only the mastery of isolated concepts and procedures

6. **Course Expectations:** Students will be expected to read the text **prior** to class, to complete all assigned problems and projects on time, keep a well organized notebook, and to seek outside assistance when difficulties are encountered. Homework should be NEATLY written in pencil and all supporting work must be shown.
7. **Absence Policy:** Regular attendance is essential for successful completion of this course. A student absent from a test or other graded assignment will be given a zero unless excused in advance by the instructor. Extenuating circumstances will be evaluated on a case- by- case basis. Please have supporting documentation available for review upon returning to class. *More than 4 absences from this class may result in a grade of F for the semester.* Students entering late or leaving prior to the end of the class period will be counted absent for that day.
8. **Grading Policy:** The course grade will be determined as follows:
Average of Unit Tests = 50%
Average of Homework/ notebook/labs/quizzes/projects = 30%
Final Exam = 20%

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

9. **Academic Honesty:** The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course will be individual work unless instructed otherwise. Students must properly document all outside sources used for projects, programs, and homework. The submission of another's work as one's own is plagiarism, and will be dealt with using the procedures outlined in the Undergraduate Catalog.

10. **Course Outline:** This schedule is a **rough** estimation of the time that will be spent on the following topics. This schedule may be modified by the instructor at any time during the course.

Week of	Topic	Assessment
September 21	Problem Solving/ Algebraic Thinking	
September 26	Problem Solving/ Algebraic Thinking	
October 3	Number Systems and Sets	Test 1 – Take Home
October 10	Number Systems and Sets	Quiz 1
October 17	Whole Numbers	
October 24	Whole Numbers	Test 2 No Class October 28
October 31	Integers	
November 7	Integers/Fractions,	Quiz 2
November 14	Fractions	Quiz 3
November 21	Fractions,	Test 3
November 28	Decimals	
December 5	Monday Review Final Exam 10:00 Class is Tuesday, Dec 6 8:00 -10:00 1:00 Class is Wednesday, Dec 7 12:00 – 2:00	

11. **FIRE!!** In the event of a fire alarm signal students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of this building. Do not use elevators. Crawl on the floor if you encounter heavy smoke. Assist disabled persons and others if possible without endangering your own life.