Intuitive Geometry for Elementary Teachers
Math 250, 4 Credits, Winter 2014

Instructor: Molly Andaya	**Meeting Time:** 9 am M – Th
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Office: Bouillon 107A	**Final Exam:** Mon 3/17, 8 am
email: mandaya@cwu.edu	**Office Hours:** 10:00am - 10:50am M–F, or by appt

Text (suggested, but not required): *A Problem Solving Approach to Mathematics for Elementary School Teachers*, 11th Edition, by Billstein, Libeskind, and Lott

Supplies (required): scientific calculator, binder and graph paper, a GOOD compass, protractor, ruler, 3-ring binder with 7 dividers/tabs, several plastic sleeves/pockets that fit in a binder, colored pencils, folder

(optional): Academic Study Guide, Geometry Part 1 in bookstore

Course Description: This course is an intuitive approach to the geometry topics relative to the elementary school curriculum. This is a CONTENT course. Prerequisite: Math 164

Course Rationale: According to the *Principles and Standards for School Mathematics* (2000), "Through the study of geometry, students will learn about geometric shapes and structures and how to analyze their characteristics and relationships. Spatial visualization – building and manipulating mental representations of two– and three–dimensional objects and perceiving an object from different perspectives – is an important aspect of geometric thinking. Geometry is a natural place for the development of students' reasoning and justification skills, culminating in work with proof in the secondary grades. Geometric modeling and spatial reasoning offer ways to interpret and describe physical environments and can be important tools in problem solving. … The notion of building understanding in geometry across the grades, from informal to more formal thinking, is consistent with the thinking of theorists and researchers." (p. 41)

Learner Outcomes for Process and Content Areas*:

Process Outcomes: The five process standards in this course are problem solving, mathematical reasoning, communicating mathematically, making connections, and representation. After completing this course, you will be able to:

Performance Outcomes
1. Problem Solving • define a problem; • use a variety of appropriate strategies to solve problems; • monitor and reflect on the problem solution and the process of mathematical problem solving.
2. Reasoning and Proof • make and investigate mathematical conjectures; • develop mathematical arguments or proofs.
3. Communication • organize and consolidate your mathematical thinking through communication; • communicate your mathematical thinking coherently and clearly; • use the language of mathematics to express mathematical ideas precisely.
4. Connections • recognize and use connections among mathematical ideas; • recognize and apply mathematics in contexts outside of mathematics.
5. Representation • create and use representations to organize, record, and communicate mathematical ideas; • select, apply, and translate among mathematical representations to solve problems.

Content Outcomes: The two content areas in this course are *Geometry* and *Measurement*. After completing this course, you will be able to:

Performance Outcomes
1. Geometry
• analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
• specify locations and describe spatial relationships using coordinate geometry and other representational systems
• apply transformations and use symmetry to analyze mathematical situations
• use visualization, spatial reasoning, and geometric modeling to solve problems
2. Measurement
• understand measurable attributes of objects and the units, systems, and processes of measurement
• apply appropriate techniques, tools, and formulas to determine measurements

*Outcomes are adapted from the *Principles and Standards for School Mathematics* (NCTM, 2000).

Specific skills: Objective lists for each unit will be handed out at appropriate times throughout the quarter.

Work and Assessment:

Please remember that organization, neatness, and legibility count! **Late work will not be accepted for any reason.** Please plan accordingly.

Geometry Experience Paper (**30** points): See description and due date on handout.

Activities (**100** points): We will be doing a number of activities in class. If we do not complete them in class, you will be responsible for **finishing them outside of class**. Activities for the unit will be due on the day of the test for that unit (twice per quarter and the rest graded as part of the notebook). For further details, see the notebook checklist scoring guide.

Notebook (**50** points for compilation and explanation): I require a 3-ring binder with 7 sections labeled **Introduction, Information, Notes, Activities, Quizzes, Tests, and Resources.**

Quizzes/Daily Grades (**125** points): Each item in this category will be worth 25 points. There will be at least 6 of these scores, which could include: quizzes and special in–class activities or presentations in class (announced or unannounced). At least one of the scores in this category will be dropped for a total of 125 points. **Make–up grades are not possible**. If you are absent (for any reason), you will receive a zero.

Tests (**500** points): There are **two** tests covering 1–2 chapters each and a comprehensive final. The first two tests are 150 points each. The final is worth 200 points. Dates will be announced well in advance. Make-up tests will be allowed only for extraordinary circumstances that I **must know about in advance.**

Grades: total points = 805 from above

In order to teach others, you must have a good command of the subject. If you do not understand the material well enough to teach it, both you and your students will suffer. Therefore, your work in this course must be assigned a grade.

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

Attendance and Professionalism: Don't skip class!

As you prepare to become a teacher, you need to become accustomed to setting a good example for students. Attendance demonstrates professionalism and dedication. High quality work and organization demonstrate professionalism, as well. Daily attendance is expected and considered a necessity for passing this course. It is also expected that your presence will contribute to and never distract from the learning of others in the class.

Academic Honesty:

There are times when it is proper to get help from others and times when it is not. Feel free to ask others for help on homework, activities, and take-home quizzes. You can only learn how to do something new by doing it correctly. During in–class tests, you must do your own work. Notes, cell phones, headphones, or similar items will not be allowed during testing situations. Calculators are allowed. Academic dishonesty will not be tolerated during testing situations.

Schedule:

I will keep you informed of the schedule and assignments and you can record them on the calendar I will hand out. Keep the calendar in your notebook.

Success:

To be successful, you must work hard and **be organized**. I encourage you to form study groups (this will also be a source of information in the event you must miss class), study regularly (do not procrastinate!), take notes, do your homework, and read the textbook. (Read each lesson before you come to class. Most material will be presented in class from a different perspective than the textbook.) Seek help before you are in trouble and/or too far behind. Never hesitate to ask for help from me, your classmates, or anyone else who can help. I am here to help you be successful, so when you come to my office for help, make sure to bring your notes as well as the work you have done for class. If you need help, decide what you need help with and write it down. If you are working on a problem unsuccessfully, write down the approaches you have tried. Then seek help with your paper in hand. This allows me to help you more efficiently. Finally, after you successfully complete this course, do not let this be your last course in mathematics. After you join the ranks as a teacher take more courses, attend workshops, read professional journals, attend conferences, and network with other teachers. Successful teachers continually renew themselves.

Students with Disabilities:

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office.

Good Luck in this course! I hope you find it enjoyable, and you leave with valuable resources for your future classroom.