

The syllabus is a website designed by Michael Ratliff, PhD – the professor for the course sections. The link and content (copied/pasted from the website) follow.

Link: <https://sites.google.com/a/lindsey.edu/2014-fall--syllabus-math-2213/>

Content: See below.

#### General Information

**Course:** MATH 2213 – *Mathematics for Elementary Teachers I*  
**Section:** M01 (TR, 8:00am – 9:15am)

**Location:** Fugitte 106

**Instructor:** Michael Ratliff, Ph.D.

**Office:** Fugitte 212

**Office Phone:** (270) 384-8110

**Email:** ratliffm@lindsey.edu

**Office Hours:** MWF, 10:30am – 11:30am and 2:30pm – 3:30pm  
 TR, 9:30am – 11:30am

#### Course Description

**Math 2213 – *Mathematics for Elementary Teachers I* – 3 credit hours:** For future teachers in grades P-9. Course emphasizes mathematics concepts and processes through solving problems. Content includes: concepts of decimals and fractions, number theory, real number system, and numeration systems and bases. Manipulatives, cooperative learning, reflective writing, and available technology will be utilized. **Prerequisite:** MATH 1003, MATH 1013, or instructor's permission. **Course Rotation:** Fall.

#### Required Text

Musser, Gary L., William F. Burger, and Blake E. Peterson. *Mathematics for Elementary Teachers: A Contemporary Approach*, 9<sup>th</sup> Edition. Hoboken, NJ: John Wiley & Sons, Inc., 2011.

#### Student Learning Outcomes

The primary purpose of this course is to "Gain depth of knowledge in a discipline [*mathematics, namely 'school mathematics'*] (Lindsey Wilson College Student Learning Outcome 5). To achieve this purpose, student learning outcomes for the course are as follows.

The Lindsey Wilson College student in this course will:

- Communicate mathematical ideas and results with ease and clarity (Mathematics Program Student Learning Outcome 1.2).

The outcome will be assessed on the second Problem Set (problem 1) using the Association of American Colleges and Universities' (AACU) Written Communication VALUE Rubric.

In addition to the previously stated goals, this course specifically addresses Kentucky Teacher Standard 1 for certification from the Kentucky Education Professional Standards Board.

**Standard 1: The teacher demonstrates applied content knowledge.**

*The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.*

Performance criteria:

- 1.1 – Communicates concepts, processes, and knowledge;
- 1.2 – Connects content to life experiences of students;
- 1.3 – Demonstrates instructional strategies that are appropriate for content and contribute to student learning;
- 1.4 – Guides students to understand content from various perspectives; and
- 1.5 – Identifies and addresses students' misconceptions of content.

**Education Program Preparation:** This course is required for content preparation in the Elementary Education P-5 Program and prepares teacher candidates with the knowledge base for mathematics required in the Kentucky Core Academic Standards and the College Career Readiness Standards. The Conceptual Framework for the Education Program, "Teacher as Leader for the 21st Century", is incorporated. The Natural and Behavioral Sciences Division works with the Education Program in preparing the teacher candidates with the knowledge base required to meet Kentucky Teacher Standard 1 and the Education Program Student Learning Outcome for Content Knowledge. Teacher candidates will be equipped to teach P-5 students and meet requirements for Unbridled Learning.

**Grading and Attendance**

**Grade Scale:** This course has a total of 100 possible points partitioned as follows:

Competency Exam 1	1 point
Competency Exam 2	4 points
Competency Exam 3	8 points
Midterm Exam	20 points
Final Exam	30 points
Writing Assignment	5 points
3 Problem Sets (4 pts each)	12 points
10 Quizzes (1 pt each)	10 points

Attendance and Participation	10 points
Total:	100 points

The letter grade scale is as follows:

A (93 - 100)	A- (90 - 92)	B+ (87 - 89)
B (83 - 86)	B- (80 - 82)	C+ (76 - 79)
C (70 - 75)	D (60 - 69)	F (below 60)

**Graded Assignments:** The first Competency Exam will be administered on Thursday, August 21<sup>st</sup> (at the first class meeting). The remaining Competency Exams will be individually scheduled at times outside of the normal class meeting time. (For the second Competency Exam, the times will be during the week following Fall Break; and for the third, the times will be during the week following Thanksgiving.) The Midterm Exam will be administered on Thursday, October 9<sup>th</sup>. Problem Sets and the Writing Assignment are due four times during the semester; the date a Problem Set or the Writing Assignment is due will be announced when assigned. Quizzes will be administered on-line (ClassMarker™) and announced at least two days in advance.

The Final Exam will be administered during Final Exam Week at the assigned time ([Final Exam Schedule](#)).

(Note: Homework for student practice will be assigned at most class meetings.)

Final Exams for the Fall 2014 semester are scheduled on December 8<sup>th</sup> - 12<sup>th</sup>. The Academic Calendar, which contains the schedule for finals, is in the current College Catalog. Please make any necessary travel arrangements (especially flight arrangements) after Final Exam Week. Students will not be permitted to take early finals unless an extenuating circumstance exists. "Extenuating circumstance" means illness, a verified family emergency, or participation in officially sponsored travel in support of an event arranged by the College. All requests for early finals must be made in person to the Academic Affairs Office.

**Make-ups:** All requests for exam make-ups must be submitted in writing (via email) to the instructor. The instructor reserves the right not to grant make-ups of any kind for absences not deemed excused by College policy. There are no make-ups on Quizzes, Problem Sets, or the Writing Assignment.

**Attendance and Participation:** The *College Catalog* states (p. 46): At Lindsey Wilson College, students are responsible for regular class attendance, in-class participation, and completion of assignments. Specific expectations concerning attendance and class performance in each course are stated in the course syllabus. When a pattern of excessive absence or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

1. Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
2. Enter the student in Starfish, a system which electronically notifies the student's instructors, advisor, the Academic Affairs Office, the Student Affairs Office, and coaches (if the student is an athlete) of the attendance issue;
3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
4. Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

The *College Catalog* addresses authorized activities and absence (p. 46 – 47): A student's principal responsibility is to the academic program. However, the living-learning nature of campus life may impose additional and sometimes conflicting expectations and demands on the individual. Participation in student government, choral activities, and athletic events are examples of authorized activities that may create conflicts for the student. The College policy concerning absence from class includes the following:

1. Absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences;
2. Students must notify their instructors prior to the absence;
3. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by the instructor) length of time;
4. By the end of the first week of classes, coaches are expected to communicate directly and clearly with instructors as to schedules and rosters of students involved, including subsequent follow-up as changes occur. Sponsors, directors, and teachers responsible for other activities should notify faculties as far in advance as possible; and
5. Faculty are encouraged to remind students that participation in extracurricular activities (intercollegiate athletics in particular) places additional demands and responsibilities on them and therefore requires that any additional absences be kept to a minimum.

In this course, there will be an automatic 1 point penalty (i.e., deduction) for each unexcused absence. (*Note: For my courses, I am the authority on the determination as whether an absence is unexcused.*) Also, though present for class, a lack of participation (e.g., sleeping in class, head down on the desk, not engaged in the day's topic, or not completing assigned homework) merits the same 1 point penalty and possibly dismissal from class. (*Note: It is possible to earn negative points for the semester in the Attendance and Participation category.*)

### Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice.

To foster commitment to academic integrity, faculty are asked to require each student to sign the following Honor Code on assessments as appropriate: *On my honor as a student, I have neither given nor received any unauthorized aid on this assessment.*

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an F for the assessment in question or an F for the course, at the discretion of the instructor. All incidents of plagiarism or cheating are reported by the instructor to the

Academic Affairs Office along with copies of all relevant materials. Each instance of plagiarism or cheating is counted separately. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus judicial board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. (Note: *The College encourages the use of Safe Assign to detect plagiarized documents.*)

### Classroom/Course Etiquette

**Classroom Behavior:** The following behaviors are appropriate for the classroom setting:

1. Be on time; arriving late (tardiness) is unacceptable behavior in the classroom setting. Arriving late is often distracting to other students and the instructor. There are situations where arriving late is unavoidable (e.g., car trouble or a previous class runs over). The point here is consistently arriving late is unacceptable behavior.
2. The classroom is not a dining center (i.e., cafeteria); students are to refrain from eating during class (i.e., no food). Bottled water or bottled soft drinks are permitted.
3. Refrain from other classroom disruptions. Specifically, putting books away before the class ends and consistently leaving and re-entering the classroom. Such disruptions are distracting for both students and the instructor.

Any violations of the above may result in dismissal from the class session and an unexcused absence.

**Technology Policy (cell phones, media players, computers, etc.):** Student cell phones, media players, and computers will be *off and out of sight* during class time unless prior arrangement is made with the instructor. Pencils/pens, paper, textbook(s), and calculators are the necessary technologies for class sessions. Any violations of this policy may result in dismissal from the class session and an unexcused absence.

**Email Policy:** All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (lindsey.edu) email addresses only. Alternative email addresses (including Facebook) should not be used when communicating with LWC faculty and staff.

### Tutoring

**Academic Success Center:** The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams, and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students. Please contact Mareta Garner, Tutor Coordinator, at (270) 384-8115 for further information and assistance. (Note: *Students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP. See the **Statement on Learning/Physical Disabilities** for further information.*)

**Writing Center and Mathematics Center:** The Writing Center (located in the Slider Humanities & Fine Arts Building) and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to Lindsey Wilson College students. Please contact Jared Odd, Writing Center Coordinator, at (270) 384-8209 or Linda Kessler, Mathematics Tutor Coordinator, at (270) 384-8115 for further information and assistance.

### Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15<sup>th</sup>. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may have a learning disability. Although the College provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, please contact Ben Martin at (270) 384-7479.

### Questioning a Grade – Student Academic Complaint Policy

A student, who wishes to question an *assignment grade*, or *other academic issue*, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. *(Note: Please refer to the next section for appealing a final grade.)*
2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the Chair, the student or faculty member may, within seven (7) days by written request to the Chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a *final grade* should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the Chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these courses during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester	Registrar
AIM courses	By the 6 <sup>th</sup> week of class	Registrar
Courses at Community Campuses	By the 3 <sup>rd</sup> weekend of class	Site Coordinator or Registrar

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

(Note: There are also three sections (Course Blog, Course Links, and Course Documents) that dynamic (i.e., appropriate content is added during the course of the semester). The sections are not included in this copy, but are available for viewing via the given link (at the beginning of this document).)