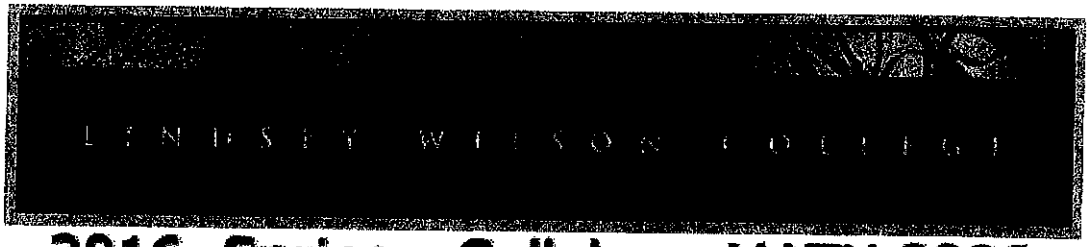
2016, Spring - Syllabus: MATH 2223

General Information

Course: MATH 2223 – *Mathematics for Elementary Teachers II*
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



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Course Description

Math 2223 – *Mathematics for Elementary Teachers II* – 3 credit hours: For future teachers in grades P-9. Emphasizes mathematical concepts and processes through solving problems. Content includes: probability, statistics, measurement (including metric and English), geometry (properties of shape, two and three dimensions, similarities, and transformations). Manipulatives, cooperative learning, reflective writing, and available technology will be utilized. ***Prerequisite*:** MATH 2213. ***Course Rotation*:** Spring.

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Required Texts

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

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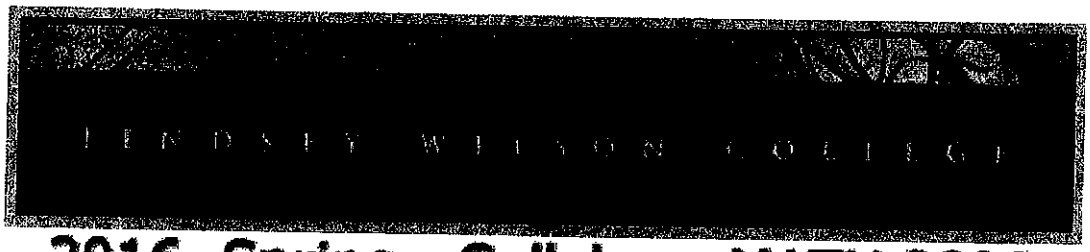

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Student Learning Outcomes

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

- Justify mathematical statements based on known definitions and theorems (Mathematics Program Student Learning Outcome 2.1); and
- Communicate mathematical ideas and results with ease and clarity (Mathematics Program Student Learning Outcome 4.1).

The first outcome will be assessed on the Final Exam (two exam items) using a rubric designed by the Mathematics Program Faculty. The second outcome will be assessed on the Performance Task #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 I 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.

WrittenC...Mike Rat... v.1

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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.*)

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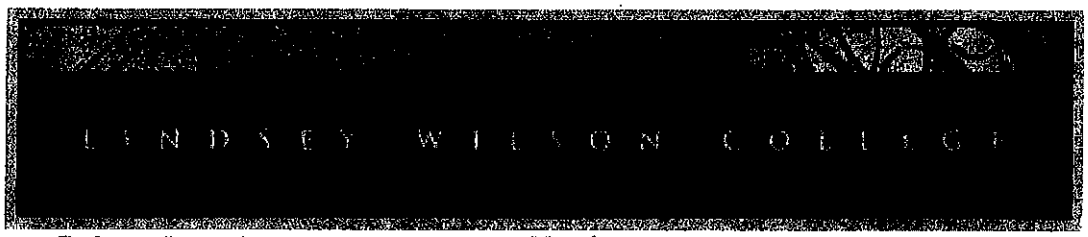

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Classroom/Course Etiquette

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, headphones, computers, etc.): Student cell phones, media players,

headphones, 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.

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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 Maretta Garner, Tutor Coordinator, at (270) 384-8037 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.

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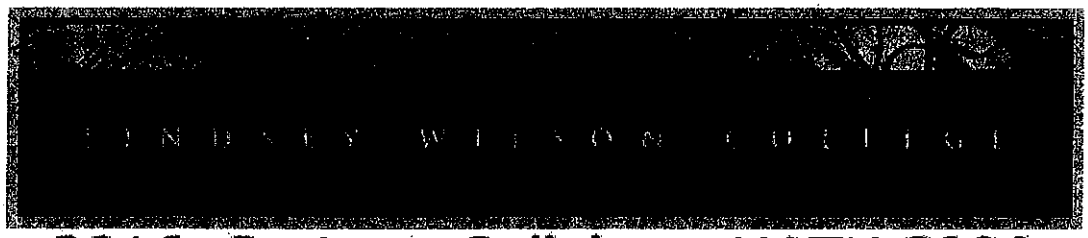
Statement on Learning/Physical Disabilities

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 15th. 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.



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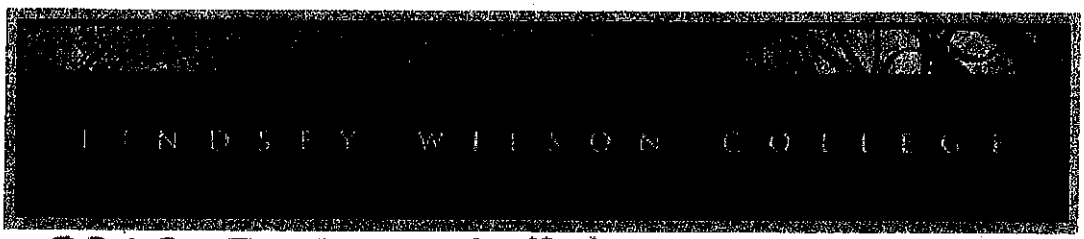

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Questioning a Grade – Student Academic Complaint Policy

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.

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Adding/Dropping a Course

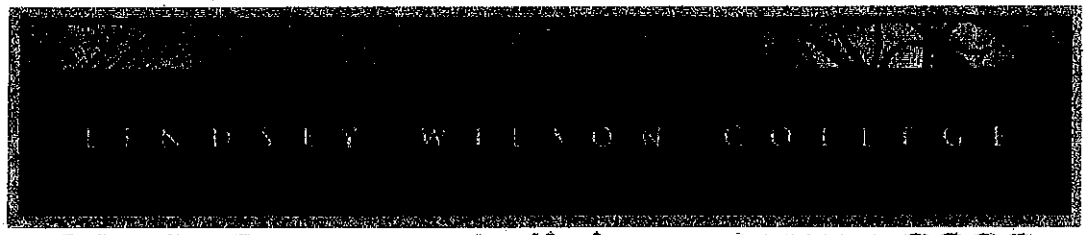
Students enrolled in the following courses cannot drop these courses during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

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***	***Su the to***

Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester
AIM courses	By the 6th week of class
Courses at Community Campuses	By the 3rd weekend of class

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.



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Course Blog by Dr. Ratliff

Thursday, May 5th: In class today, Problem Set 3 was returned and discussed. Also, the Metric System was briefly discussed - specifically a conversion technique (e.g., converting from centimeters to kilometers). If you have additional questions about the Metric System, please see me.

The Final Exam is comprehensive with a greater emphasis on the geometry/measurement content than the statistics and probability content. For the exam, you may make out a reference sheet for the statistics and probability content (only one sheet); you may not include any geometry/measurement content on the reference sheet.

Quiz 09 and Quiz 10: Available at classmarker.com until 10:30pm on Monday (May 9th).

The **Final Exam** will be administered at 8:00am on Tuesday, May 10th in Room 106.

Tuesday, May 3rd: Review the area formulas discussed in class today. Make sure that you understand how each formula relates to the area of a rectangle. Assignments/assessments are as follows:

- Read pages 679-692 in the textbook; the topics are *Nonstandard, Standard Units*, and the *Metric System*.

Quiz 09 and Quiz 10: Available at classmarker.com until 10:30pm on Monday (May 9th).

Problem Set 4, distributed in class today, is due on Tuesday, May 10th.

Thursday, April 28th: Attendance was low today (not sure why). So, a minimal amount of content was discussed in class - namely, unit conversions (e.g., how many seconds are in the month of January). We also reviewed Quiz 08. Assignments/assessments are as follows:

- Read pages 679-685 in the textbook; the topics are *Nonstandard* and *Standard Units*.

Performance Task 2 will be administered on Tuesday, May 3rd, in class.

Quiz 09 and Quiz 10: Available at classmarker.com from 9:30am on Tuesday (May 3rd) until 10:30pm on Monday (May 9th).

Problem Set 4, distributed in class today, is due on Tuesday, May 10th.

Tuesday, April 26th: Review your notes on the formulas for finding the measures of a vertex angle, central angle, and exterior angle for regular polygons. Also, review the parallel line folding test and the perpendicular line folding test. (Below is a summary of today's content with page number references.) If you have questions about any of today's content, please see me.

- Regular Polygons and their Angle Measures: Refer to pages 635-638 in the textbook.
- Parallel Line Segments (and Lines) Test (using paper folding): Refer to page 589 in the textbook.
- Perpendicular Line Segments (and Lines) Test (using paper folding): Refer to page 590 in the textbook.

Quiz 07 and Quiz 08: Available at classmarker.com until 10:30pm on Tuesday (April 26th).

Performance Task 2 will be administered on Tuesday, May 3rd, in class.

Thursday, April 21st: Review the angles handout. If you have questions about the measures of any of the angles on the handout, please see me. Review the proof discussed in class (i.e., the sum of the angles in a triangle is 180°). Also, review your notes on regular polygons including the formula that was derived for the measure of a vertex angle.

Problem Set 3 is due on Tuesday, April 26th.

Quiz 07 and Quiz 08: Available at classmarker.com from 5:30pm on Thursday (April 21st) until 10:30pm on Tuesday (April 26th).

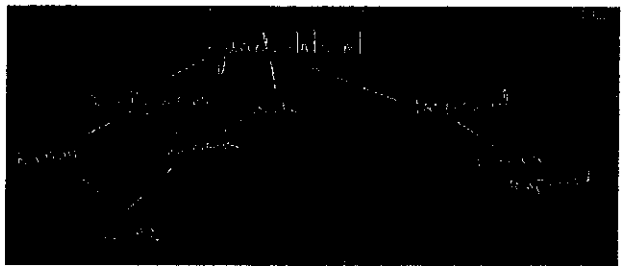
Tuesday, April 19th: Review the classifications of triangles and the various types of angles (i.e., those formed by a transversal and parallel lines) discussed in class today. Also, complete the geoboard activity sheet distributed in class and, if you have not done so, complete the reading (previously assigned).

Homework: Read Section 12.1 (pages 577-592) and Section 12.2 (pages 603-612). The van Hiele Theory is nothing more than a learning theory that is geometry specific. Section 12.1 focuses on the first two levels whereas Section 12.2 focuses on the third level.

Quiz 07 and Quiz 08: Available at classmarker.com from 5:30pm on Thursday (April 21st) until 10:30pm on Tuesday (April 26th).

Thursday, April 14th: Review the 'good examples' of the quadrilaterals discussed in class today. Also, be prepared to answer 'Always/Sometimes/Never' assessment

items. The diagram constructed in class (picture by Peyton - see below) could be helpful for the relationships that exist among the quadrilaterals.



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Tuesday, April 12th: Review the paper-folding activity done in class today. Below is the list of geometry terminology that was at least mentioned as we completed the activity. In next week, create a list of the geometry terms with their definitions. (Use the textbook as a resource for finding definitions. If a definition doesn't appear in the text, then use other sources.)

List of Geometry Terms:

Circle, point, chord, radius, circumference, diameter, rhombus, isosceles, parallelogram, scalene, obtuse, right angle, equilateral, acute, diamond, equiangular, triangle, sector, kite, trapezoid, square, perimeter, vertex, semicircle, side, congruent, degree(s), parallel, perpendicular, intersect, quadrilateral, isosceles triangle, right triangle, isosceles trapezoid, obtuse triangle, angle, acute triangle, rectangle, equilateral triangle, equiangular triangle, line, line segment, endpoint(s), diagonal, adjacent, skew lines, plane, disc, distance, center, equidistant, 2-dimensional, and 3-dimensional.

Exam 2 will be returned and discussed on Thursday.

Thursday, April 7th: Exam 2 was administered.

Tuesday, April 5th: In class today, we completed our discussion of graphs and also discussed two more of the problems from Section 10"3. Also, Quiz 06 was reviewed. If you additional questions about these items, please see me.

For the exam, you'll need your reference sheet plus a couple of blank sheets a scratch paper. Dr. Dillery will administer the exam for the first few minutes, then Mr. Williams will finish up. When you hand in your exam, also hand in your reference sheet and scratch paper. I'll see you next Tuesday.

Exam 2 is scheduled for Thursday, April 7th.

Thursday, March 31st: In class today, Problem Set 2 and Performance Task 1 were returned and discussed. Also, Quiz 05 was reviewed. If you additional questions about these items, please see me. Also, we began discussing the charts/graphs that are primarily used for presentation. On Tuesday, we'll complete our charts/graphs discussion, review Quiz 06, discuss a couple more problems from the homework in 10.3, and answer any other questions that you may have in preparation for the exam.

Quiz 06: Available at classmarker.com from 5:30pm on Thursday (March 31st) until 10:30pm on Monday (April 4th).

Exam 2 is scheduled for Thursday, April 7th.

Tuesday, March 29th: Review the content discussed in class today for organizing information (dot plots, stem-and-leaf plots, and histograms) and complete the assigned homework (see below). On Thursday, we'll discuss those charts/graphs that are primarily used for presentation (e.g., bar graphs, circle graphs, pictographs, etc.).

Homework: Section 10.1 (pages 438-440): Read/review the 'Organizing Information (dot plots, stem-and-leaf plots, histograms) portion of the section.

Thursday, March 24th: In class today, several homework questions were discussed. If you have not worked on the homework, please do so as we'll spend some time on Tuesday on a few more of the homework questions.

Homework (previously assigned): Section 10.3 (pages 499-500): Exercises 15 thru 18; Problems 19, 20, 22, 23, 25, 26, and 28.

Homework (previously assigned): Section 10.3 (pages 497-498): Exercises 1 thru 6 (mean, median, and mode); 7 thru 9 (box-and-whisker(s) plots), and 12 and 13 (skip part e).

Quiz 04: Available at classmarker.com until 10:30pm this evening.

Quiz 05: Available at classmarker.com from 5:30pm on Thursday (March 24th) until 10:30pm on Tuesday (March 29th).

Tuesday, March 22nd: Review your notes on applications of standard deviation discussed in class today. Complete the homework below. Also, note the due date change for Quiz 04.

Homework: Section 10.3 (pages 499-500): Exercises 15 thru 18; Problems 19, 20, 22, 23, 25, 26, and 28.

Homework (previously assigned): Section 10.3 (pages 497-498): Exercises 1 thru 6 (mean, median, and mode); 7 thru 9 (box-and-whisker(s) plots), and 12 and 13 (skip part e).

Quiz 04: Available at classmarker.com until 10:30pm on ~~Tuesday (March 22nd)~~ Thursday (March 24th).

Problem Set 2 is due on Thursday, March 24th. (Note: I distributed the problem set

today in class; it is also available in Course Documents.)

Thursday, March 10th: Review your notes on Box-and-Whisker(s) Plots discussed in class today. Complete the homework below. When we return from break, we'll look at applications of standard deviation as we continue our discussion about 'spread' for a data set.

Homework: Section 10.3 (pages 497-498): Exercises 1 thru 6 (mean, median, and mode); 7 thru 9 (box-and-whisker(s) plots), and 12 and 13 (skip part e).

Quiz 04: Available at classmarker.com from 5:30pm on Thursday (March 10th) until 10:30pm on Tuesday (March 22nd).

Performance Task 1 is due on Tuesday, March 22nd.

Problem Set 2 is due on Thursday, March 24th. (Note: I distributed the problem set today in class; it is also available in Course Documents.)

Tuesday, March 8th: For class on Thursday, please review your notes on Measures of Central Tendency (i.e., mean, median, and mode) including the definitions in the textbook, and the standard deviation computation. On Thursday, we'll discuss 'spread' for a data set.

Thursday, March 3rd: Exam 1 was returned and discussed. Also, **Performance Task 1** (available in Course Documents) was assigned and briefly discussed. On Tuesday, we'll finish the brief discussion about **Performance Task 1** and begin the *Statistics* unit (Chapter 10 in our textbook).

Tuesday, March 1st: Exam 1 was administered.

Thursday, February 25th: For the exam, review your notes, homework, and quizzes. Also, don't forget to make out a 'reference sheet' for the exam (announced via email).

Remember that your sheet cannot have examples on it. If you have further questions, please see me.

Exam 1 is scheduled for Tuesday, March 1st.

Tuesday, February 23rd: Review your notes from today on *Expected Value*, read the short sub-section on *Expected Value* in Section 11.4, and complete the assigned homework. On Thursday, I'll answer questions about the *Expected Value* homework. Also, review your notes and read the short sub-section on *Simulation* in Section 11.4. Simulation questions will not be on the exam; however, I'll distribute a *Simulation* Performance Task next week.

Homework: Section 11.4, Set A, *Expected Value* Exercises: 7 – 10 (p. 564-65); and Set B, Exercise 9 (p. 568). [Note: I didn't announce Exercise 9 from Set B in class; it's a good problem though.]

For Thursday, review your notes, homework, and quizzes. Bring your questions to class so that we can have a productive Question/Answer session for the exam.

Exam 1 is scheduled for ~~Thursday, February 25th~~ Tuesday, March 1st.

Thursday, February 18th: In class today, only two students could attend. So, no new material was covered. I answered questions from the Odds homework and went over Quiz 03. Expected Value will be our topic on Tuesday. Also, note the exam date change below.

Homework: Section 11.4, Set A, *Odds* Exercises: 11 – 17 (p. 565).

Exam 1 is scheduled for ~~Thursday, February 25th~~ Tuesday, March 1st.

Tuesday, February 16th: If you have not completed the homework on Conditional Probability, please do so. If you have additional questions, please see me. Also, review your notes from today on Odds, read

the short sub-section on Odds in Section 11.4, and complete the assigned homework (below). On Thursday, the Odds homework and Expected Value will be discussed.

Homework: Section 11.4, Set A, *Odds* Exercises: 11 – 17 (p. 565).

Quiz 03: Available at classmarker.com until 10:30pm on Tuesday (February 16th).

Exam 1 is scheduled for Thursday, February 25th.

Thursday, February 11th: Read the short sub-section on *Conditional Probability* in Section 11.4 (beginning at the bottom of page 561) and review your notes from today. Then, complete the assigned homework so that we can discuss it on Tuesday.

Homework: Section 11.4, Set A, *Conditional Probability* Exercises: 18 – 21 (p. 565).

Quiz 03: Available at classmarker.com from 5:30pm on Thursday (February 11th) until 10:30pm on Tuesday (February 16th).

Exam 1 is scheduled for Thursday, February 25th.

Tuesday, February 9th: Review the homework discussed in class today from Section 11.2. If you have not completed all of the Section 11.1 and Section 11.2 homework, please do so before class on Thursday.

Quiz 02: Available at classmarker.com until 10:30pm on Tuesday (February 9th).

Thursday, February 4th: Review the homework discussed in class today from Section 11.1. If you have not completed all of the Section 11.1 homework, please do so before class on Tuesday. Also, review your notes from the new content discussed today from Section 11.2. The Section 11.2 homework follows:

Homework: Section 11.2, Exercises/Problem Set A: 1 – 13, 14, 16, 19, 22, 24, and 25 (p. 538-542)

On Tuesday, we'll finish our discussion of the Section 11.1 homework from Section 11.1 and begin discussing the Section 11.2 homework. Again, work on these homework assignments.

Quiz 02: Available at classmarker.com from 5:30pm on Thursday (February 4th) until 10:30pm on Tuesday (February 9th).

Tuesday, February 2nd: Review the the five properties of probability discussed in class (listed at the bottom of page 520 (green box)). Again, success in probability depends on your understanding of the definitions and properties in Section 11.1.

Homework: Section 11.1, Exercises/Problem Set A: 7, 10 – 21, 22, and 24 (p. 523-525)

On Thursday, we'll discuss the homework and, if time permits, begin the next section.

Quiz 01: Available at classmarker.com until 10:30pm on Tuesday (February 2nd).

Thursday, January 28th: Review your notes from class today on *Theoretical Probability* and *Experimental Probability*, as well as how the two are related. And, if you have addition questions about the homework assigned on Tuesday, please see me.

On Tuesday, we'll discuss properties of probability which will complete the content in Section 11.1.

Quiz 01: Available at classmarker.com from 5:30pm on Thursday (January 28th) until 10:30pm on Tuesday (February 2nd).

Note: Make sure that you can log-in to ClassMarker™. If you cannot log-in, please let me know.

Tuesday, January 26th: Make sure that you understand the definitions of *experiment*, *outcome*, *sample space*, and *event* in the context of probability. Also, be able to explain what it means for outcomes to be *equally likely*. Review the definition of probability given outcomes are equally likely. Success in probability depends on your understanding of the definitions and properties in Section 11.1.

Reading: Section 11.1, pages 511 thru 515 (ending after Example 11.4).

Homework: Section 11.1, Exercises/Problem Set A: 1 – 6 (p. 522).

Thursday, January 21st (Delayed schedule because of weather)**:** The syllabus was briefly discussed. Review the syllabus. If you cannot access it or have questions, please let me know. Also, probability was discussed informally using student prompts (i.e., what probability experiences students had had in the past).

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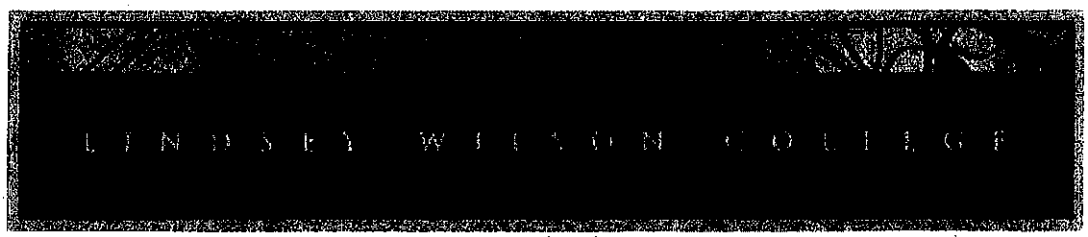
Course Links

ClassMarker™: http://www.classmarker.com

National Library of Virtual Manipulatives: http://nlvm.usu.edu/en/nav/vlil

WolframAlpha: http://www.wolframalpha.com



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Course Documents

Activity Log

Thursday, March 10th: Problem Set 2 (ps2 (2223 Sp16)) uploaded.

Thursday, Marth 3rd: Performance Task 1 (pt1 (2223 Sp16)) uploaded.

Wednesday, January 20th: Problem Set 1 (ps1 (2223 Sp16)) uploaded.

ps1 (22...	Mike Rat...	v.1	
ps2 (22...	Mike Rat...	v.1	
pt1 (222...	Mike Rat...	v.1	