

Syllabus

MATH 3151-M01 – *Mathematics Education I*

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Course description: *Mathematics Education I* – Historical and current perspectives of mathematics education; an introduction to mathematics education organizations and their resources; and exposure to technologies used in mathematics. **Prerequisites:** MATH 2315 **and** EDUC 2123.

Text: None.

Student learning outcomes: The primary purpose of this course is to “Gain depth of knowledge in a discipline [*mathematics education*]” (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:

1. Use technologies to gain mathematical insight and to solve numerical problems (Mathematics Program Student Learning Outcome 3.1); and
2. Communicate mathematical ideas and results with ease and clarity (Mathematics Program Student Learning Outcome 4.1).

These outcomes will be assessed on the final exam (one exam item) using the Association of American Colleges and Universities’ (AACU) Quantitative Literacy (Numeracy) VALUE Rubric.

In addition to these outcomes, the student will also:

1. Develop a historical perspective of mathematics education in the United States; and
2. Become familiar with professional organizations in mathematics education, especially the NCTM.

These outcomes will be assessed throughout the course (i.e., ongoing) using formative strategies.

In addition to the previously stated student learning outcomes, 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.

Grade Policy: There will be graded homework, a class participation grade, a midterm exam and a final exam. The midterm exam will be a “take-home” exam distributed electronically (via Angel) at 11:00am on Friday, September 30th (due at the beginning of class on Wednesday, October 5th). Graded homework tasks will be assigned on a regular basis. The final exam will be administered Friday, December 9th, from 11:00am – 1:30pm.

The point value break-down is as follows:

Homework	50 points
Class participation	15 points
Midterm exam	15 points
Final exam	<u>20 points</u>
	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)

Final Exams: Final exams for the Fall 2011 semester are scheduled on December 5th-9th. The academic calendar, which contains the schedule for finals, is in the *Lindsey Wilson College Catalog (2011-2012)* and course schedule listing. Please schedule any necessary travel arrangements (especially flight arrangements) after final exams week. Students will not be permitted to take early final exams unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency, or participation in officially sponsored travel associated with College events. All requests for early final exams must be made in person to the Academic Affairs Office.

Class Attendance and Student Success: The *College Catalog* states (p. 40): 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 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. Notify the Academic Affairs Office, the student's parent(s)/legal guardian, or both of unsatisfactory performance;
3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of *F* for the course;
4. Enter the student in the Early Warning System (EWS), a system in which the student's instructor, academic advisor, and a member of the EWS team work together to help the student to make appropriate academic choices.

The *College Catalog* addresses authorized activities and absence (p. 40): 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 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.

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.

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 place and sign the following Honor Code on tests, exams and other assignments as appropriate: ***On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.***

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 involved 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 activity in question or an *F* for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. 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 has purchased Turnitin.com, a web product used to detect plagiarized documents.)

Questioning a Grade/Student Academic Complaint: A student who wishes to question an assignment grade, or other academic issue, should follow the procedure below:

1. Whenever possible, the student shall first go to the faculty member who has assigned the disputed grade. Complaints regarding grades must 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. (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 desired to appeal the decision of the Division 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 e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail 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 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 bases 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.

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. 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 be learning disabled. Although LWC 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, call Mr. Ben Martin at (270) 384-7479.

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 (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

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 students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Mathematics Center Coordinator, at 384-8115 for further information and assistance.

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, and calculators are the necessary technologies for class sessions. Students who violate this policy will be dismissed from the class session and awarded an unexcused absence.

Classroom Etiquette: The following behaviors are appropriate for a classroom setting.

1. Be on time; arriving late (tardiness) is unacceptable behavior in a classroom setting. It is often distracting to other students and the instructor. There are situations where arriving late is unavoidable (e.g., car trouble or previous class runs over). The point here is consistently arriving late is the unacceptable behavior.
2. The classroom is not a dining center (i.e., cafeteria); students should refrain from eating during class (i.e., no food). Bottled water or bottled soft drinks are permitted.
3. Please 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.

Students exhibiting any of the above behaviors will be dismissed for the class session and awarded an unexcused absence.

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 sixth week of class	Director of the AIM Program or the Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the 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.