
Math 111, Section 3 – *Mathematics for Elementary and Middle School Teachers, I*

Fall 2007

COURSE INFORMATION

- INSTRUCTOR: Prof. Guadalupe Terán (Lozano)
- OFFICE: Humanities 470
- E-MAIL: guada@unm.edu
- TEXT: *Mathematics for Elementary Teachers* (2nd edition) by Sybilla Beckmann, Pearson Education, Inc., Addison-Wesley
- OFFICE HOURS: Posted on course website
- COURSE WEBSITE: <http://www.unm.edu/~guada/F07/111/>
- COURSE OVERVIEW AND GOALS:

This course is...

- *NOT* a course on how to teach math to elementary or middle schools students. That is, it is *NOT* a course on educational methods;
- *NOT* a course on elementary mathematics;
- *BUT IT IS* a course on (deeper) mathematics that elementary school teachers should know in partial preparation for a successful classroom experience.

The goals for this course are...

- To concretely develop problem solving skills;
- To implicitly develop problem posing skills;
- To be able to communicate precisely about mathematics and problem solving;
- To gain a certain “ownership” over the mathematical content studied.

- COURSE CONTENT: (tentative)
 - Sections 1.1, 1.2, 2.1 through 2.5. (*These sections will be the focus of the First Midterm exam.*)
 - Sections 4.1, 4.2, 5.1 through 5.7. (*These sections will be the focus of the Second Midterm exam.*)
 - Sections 7.1, 7.2, 12.1 through 12.4. (*These sections will be the focus of the Third Midterm exam.*)
 - Section 12.5 **PLUS** all sections listed above will be tested on the **comprehensive** Final Exam.
- COURSE EXPECTATIONS:
 1. We will use the main textbook and workbook in class weekly; please bring them.
 2. We will do in-class work that builds upon the assigned reading for each day; please read sections/material to be covered before each class.
 3. I believe you will gain a lot from re-reading a section after it has been discussed in class; do this as often as possible.
 4. This class is an *inquiry based* course. This means that you may be asked to give both spontaneous and perhaps planned board-presentations throughout the term.
 5. Class meetings for this course will primarily consist of an amalgam of lecture, inquiry-aimed group work and student-led board discussions.
 6. Not all the material you will be expected to master in this course will be covered in a traditional lecture format. This means that doing the readings, the homework, and asking questions will all be very important.

- GRADING:

Course grades will be based on homework assignments, weekly quizzes and four exams. The weights on each of these components are described below. If any special projects are assigned, these may count towards either the homework or the exam grade, depending on the nature of the project.

Homework assignments and quizzes	30%
First midterm exam	15%
Second midterm exam	15%
Third midterm exam	15%
Final exam	25%

- ASSIGNMENTS AND QUIZZES:

- Homework assignments will be regularly posted on the course’s website, and they will be due every Wednesday. You should expect to dedicate about 10-15 hours a week (outside of class time) to homework assignments.
- Quizzes will be given every Friday during class, and they will typically cover material pertaining to the previous two classes.

- EXAM DATES:

First Midterm Exam:	Friday, September 21 (in class)
Second Midterm Exam:	Monday, October 29 (in class)
Second Midterm Exam:	Friday, November 30 (in class)
Final Exam:	Wednesday, December 12, 10am-12pm

These exam dates/times are firm. Travel plans are not a valid excuse to take an examination on a different date. Please plan accordingly.

- DEPARTMENT/UNIVERSITY POLICIES:

- As much of the learning in this course occurs interactively during class time, attending class regularly will be of paramount value to both yourself and your peers. There are also departmental and university policies regarding excessive absences: students who miss three or more class meetings may be dropped from the course.
- Please keep in mind that adding, changing to audit or withdrawing from this course is subject to university deadlines. Links to such information are provided in the course website and are also available through the University of New Mexico’s page.
- We accommodate students with documented disabilities. If you require special accommodations, please contact me immediately.

- OTHER COURSE RESOURCES:

Coming to office hours is the recommended way of getting additional discussion time and/or help with the material in this course. Other free, on-campus tutoring facilities are listed on the course website **but** are not necessarily designed to offer specific help with this course. You are responsible for evaluating the usefulness of any outside-of-class help you receive, keeping in mind the goals of the course and your individual needs.

SOLVING PROBLEMS IS NOT ONLY THE MOST IMPORTANT *end* OF MATHEMATICS; IT IS ALSO A *means* FOR LEARNING MATHEMATICS. –Sybilla Beckmann.

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WHO DARES TO TEACH MUST NEVER CEASE TO LEARN. –John Cotton Dana.
