MATH 4020
Mathematics for Elementary Teachers II
Spring 2019, MWF 11:50-1:10, LCB 121
Lab: Wednesdays, 1:25-2:15, AEB 360

Instructor: Amanda Cangelosi
Office: JWB 217
Email: cangelos@math.utah.edu (note the missing i)

Office Hours: Mondays and Fridays 10:30-11:30; by appointment. See footnote!

Course Web Site: Canvas (link from www.utah.edu, using your student ID and CIS password)

Learning Assistant: John York (use Canvas messages to contact John)

Course Content: This course is the second in a two-semester sequence of required mathematics courses for elementary school teachers. The sequence is designed to help K-6 preservice teachers develop a conceptual framework for mathematics, especially for those aspects normally experienced in primary and elementary school. Students consider both mathematical and pedagogical issues in teaching and spend a six-hour practicum in a local school relating their course work to the classroom situation. Students must complete the practicum in order to pass the course. In addition, here is a required lab component to this course. Math 4020 covers geometry, statistics, and probability (the majority of our time will be spent on geometry).

Textbook: Mathematics for Elementary Teachers with Activities (5th edition), by Sybilla Beckmann. ISBN-13: 978-0134392790. We will discuss material from chapters 10-16 of this text, and homework exercises will be assigned from it.

How You Will Be Graded:

- Written homework: 10% (lowest two dropped)
- Class Quizzes: 20% (none of these are dropped!)
- Lab Quizzes: 10% (lowest two dropped)
- Practicum: 10% (but required to pass)
- Two Midterm Exams: 20%
- Final Exam: 30%

Written Homework: Every Monday and Friday, a short homework assignment (approximately three exercises) will be due at the beginning of class. It will be comprised of exercises from the textbook, assigned at the end of the previous class. The exercises will be posted to Canvas shortly after class on the meeting before they are due, if not sooner. Each assignment will be awarded five points for complete and coherent work, and another five points will be awarded according to correctness and pedagogical structure. Here, "pedagogical structure," refers to the way in which you explain your solutions, as if you were classroom teacher explaining your solutions to your students, with attention to wording, sense-making, and representation. Your lowest-scoring written homework assignment will be dropped. You must be present in class to turn in your homework.

If you do not understand a homework problem, it is your responsibility to ask questions well in advance of homework due dates. You are welcome to email me or John, post in the discussion section of Canvas, form a study group and meet in person or have an online group session (see conference feature on Canvas), come to office hours or set up an appointment to meet with Amanda.

Class Quizzes: Roughly every other week, there will be a quiz on the previous two weeks’ material. Quizzes are currently planned to occur every other Wednesday, but this is subject to slight change. No class quizzes will be dropped. Calculators are allowed, but smart devices are not. Quizzes are closed-notes.

1With the following exceptions: During the weeks of March 4, March 18, April 1 and April 8, office hours will be instead held on Tues/Thurs—March 5, March 7, March 19, March 21, April 2, April 4, April 9, and April 11 from 10:30-11:30
Labs: There is a required lab component of this course. Students should be registered for the lab section, which is held on Wednesdays, 1:25-2:15 pm in AEB 360. Our lab session is conducted by a peer Learning Assistant. Lab provides an opportunity to engage in collaborative problem-solving, develop procedural fluency from conceptual understanding, and practice communicating mathematics with a focus on arguments and representations. A collaborative small-group “quiz” will be administered and collected at the end of each lab session. Your two lowest lab quizzes will be dropped. Lab quizzes are generally open-notes, unless specified otherwise.

Midterm Exams: There will be two midterm exams. The midterms are scheduled for Monday, February 11 and Friday, March 22. The second midterm will not be cumulative; rather it will cover material discussed after the previous midterm. Calculators are allowed, but smart devices are not. You will be allowed to use a one-page (front-and-back) sheet of paper with any notes you desire, in any format, on your midterms.

Practicum: Each student will spend six hours in an elementary school classroom, three hours observing and three hours working with one or two children in the classroom. We’ll discuss more during class. Most likely, your first practicum report (Part 1, regarding your three hours of observation) will be due February 27, and your second practicum report (Part 1, regarding your three hours of student interaction) will be due April 17. A signed permission slip from your cooperating school will be due by February 13. More information and a scoring rubric will be provided during class and posted to Canvas.

Final Exam: Our final exam is scheduled for Friday, April 26, 10:30-12:30, in LCB 121. It will be comprehensive but emphasize material covered after Midterm 2. Calculators are allowed, but smart devices are not; the final exam is closed-notes, but you will be allowed to bring a one-page (front and back) sheet of notes with you.

Policies and Expectations: You must be present in class to turn in your homework. No late assignments nor late labs will be accepted, unless a student has a serious extenuating circumstance. Similarly, quizzes cannot be made-up, nor can they be taken early, unless there is an exceptional circumstance. Please keep your phone put away unless explicitly allowed by the instructor. Participate actively. While you may occasionally be allowed to use your phone’s calculator or Desmos.com during class, note that phones are not allowed on quizzes/exams. A tentative schedule including due dates and specific learning outcomes will be provided on Canvas.

Grade Breakdown by Percent:
A (100-93); A- (92-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-60); E (59-0).

Student Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. You have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, collusion, fraud, theft, etc. Students should read the Code carefully and know you are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. http://regulations.utah.edu/academics/6-400.php

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veterans status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the students legal name as well as Preferred first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your U-ID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Classroom Social Equity: I strive to be ethical, kind, fair, inclusive and respectful in my classroom and expect students to behave likewise. In this regard, I have these requests of students:

1. Please do tell me, discreetly, if you have any sort of anxiety disorder, TBI, PTSD, C-PTSD, or any other challenge that would cause psychological harm to you by me calling on you in class. I want students to feel a little uncomfortable and stretched during class, while working on problems as a large group, but I definitely don’t want to cause any human being harm. So, please discreetly tell me if that is the case for you and I will confidentially accommodate your request.

2. If your preferred name is different than your legal first name (the preferred name you chose does indeed show up in CIS on my roll sheet, but not yet in Canvas), please log into Canvas and go to Account (on far left) → Settings and change your Display Name to be the name you prefer to be addressed by. This will help me greatly to know students’ names, and to address you correctly when responding to Canvas quiz comments.

3. If there is ever a time that you feel this course or the curriculum is not equitable, please email me or meet with me to discuss your concerns so I have a chance to address that.

ADA Statement: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric disabilities. A qualifying student needs to have such a disability approved by the Center for Disability Services (162 Olpin Union Building, 581-5020) in order to have the accommodations provided. The instructors need to be informed about such a disability and approved accommodations at the beginning of the semester. The Center for Disability Services will work with students and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the CDS.

Disclaimer: The instructor reserves the right to modify this syllabus to better suit class needs at any time during this semester. Any changes that are made will be immediately communicated during class and via Canvas.