

Math 46-27 Math for Elementary Education, Fall 2008
Instructor: Dr. Karl Schaffer

Instructor: Dr. Karl Schaffer
Class meeting days: Tue/Thu
Class time 1:30-3:40 PM
Classroom: S-49
email: schafferkarl@fhda.edu

Office phone: 408-864-8214
Office: E-23A (see map on other sheet)
Office Hrs: : **Mon/Wed/ 5:00-5:50 PM, Tue/Thu 12:30-1:20 PM**
or by appointment
class web address: <http://nebula2.deanza.edu/~karl/>
(password to be given in class)

Course content: Mathematics for elementary school teaching: problem-solving with the content of mathematical reasoning, sets, integers and integral number theory, rationals and proportion, real numbers and decimal notation, measurement, and the origins of mathematics.

Required text: *Mathematical Reasoning for Elementary Teachers* (4th Ed.) by Long and DeTemple.

Students **must** have a graphing or scientific calculator and bring it to class!

Grades: 90-100 A, 80-89 B, 70-79 C, 60-69 D, < 60 F, based on:

You may miss 3 class sessions during the quarter, including absences due to illness or family emergencies; however, each class missed beyond three will result in you being dropped from the class. If you are late by more than 20 minutes or leave early by more than 20 minutes you will be marked absent for 1/2 class. You must participate fully in discussions and class activities. If you know already that you will be absent more than 3 times during the quarter, please wait to take the class at another time!

5% Mathematical Autobiography. **Due the third class session, Tue., Sep. 30.** See page 2 this sheet for a description.

5% Essay. A short paper on a subject related to the course that catches your interest. References will be provided by the instructor. Due date **Th., Nov. 13.**

10% Portfolio. You will keep a portfolio of your work and journal of your experiences in this class. You will sometimes be given time in class to write in the journal. You should have at least one journal entry per class session. Record your observations, feelings, and reactions to the class.

20% Short quizzes, writing assignments, or in-class assignments, (usually unannounced) usually to be given during class. These will often involve group work. You may drop your lowest score. These assignments will together constitute one exam.

15% One hour exam on **Thu., Oct. 13.** Open book, open notes, no make-ups or early exams.

15% Take-home exam given out on **Th. Nov. 6**, due **Thu. Nov. 20.**

Your final exam will replace the lower of the previous two exams, but *only* if the final is higher.

15% Homework assignments. Homework is assigned during each class and must be kept current. Your homework may be checked periodically, and some assignments may be collected for grading. Homework is graded for completion, not correctness. **NO LATE HOMEWORK ACCEPTED. EVER!**

15% Final Exam: mandatory, comprehensive, open book, open notes, no make-ups or early exams. given on: **Tue., Dec. 9, 4-6 PM**

There will be no makeups or early exams. The final exam score may be used to replace one of the one hour exams, only if either is lower. **NO LATE WORK IS ACCEPTED - NO MAKE-UPS. IF YOU MUST MISS ONE MAJOR EXAM, IT WILL BE REPLACED WITH THE FINAL EXAM SCORE, BUT THIS IS NOT A GOOD IDEA! HOMEWORK ASSIGNMENTS MAY BE CHECKED AT ANY TIME, SO KEEP YOUR WORK CURRENT!**

Some background on the instructor: Ph.D. and MA in Mathematics from UC Santa Cruz, undergraduate work at University of Chicago and University of Alabama. Grew up in New England and Alabama. Do research in the mathematics of "networks," and am very active in math education for K-12. I am interested in and will use collaborative learning and interdisciplinary learning techniques in the class. I am also a modern dance performer and choreographer, and company I co-direct does shows about math and dance, among other things. For more background on this see www.mathdance.org and/or www.schafferstern.org. For a recent online video story, see www.aip.org/dbis/, click on "MathDance."

Mathematical “autobiography.”

Due Third class session. (Those of you who have taken a class from me before may turn in a previous autobiography with a page attached about your recent experiences. Please use a word processor.)

Write a “mathematical autobiography.” Think about experiences you have had doing mathematics, both in and out of school. Include at least one successful and one not-so-successful episode. You might write about teachers, particular math problems, courses, or real-life applications of mathematics that have affected you and of which you have strong recollections. Include the good, the bad, and the ugly, and be as entertaining as you like. This will give me an opportunity to get to know you a little better; it should also give you an opportunity to reflect on your own experiences with mathematics. Please also include a statement as to when you took math most recently, which class it was, where you took the class, and how well you did.

You must write at least 600 words (about one page SINGLE-SPACED typewritten or two pages longhand. Do not use wide margins or point size larger than 12 point. (You should check the number of words using the “word count” command in most word processors – for example, in Microsoft Word, that command is found in the “Tools” menu.) For full credit write a little TOO much! (These will not be read to the class! Write about anything you feel comfortable about having the teacher read.)

Many, if not all of us have had particularly negative experiences with mathematics and especially mathematics teaching. Perhaps you can remember a specific incident which seems to have impacted your learning and study of mathematics since that time. Or your experiences might have been primarily positive and supportive: success in a difficult class, a teacher who acknowledged your skills at mathematics, an enjoyment in doing mathematics. Write about those experiences that have been most important to you in the greatest detail. Be specific and describe the circumstances and the people involved. Think about the later impact of your experiences - how do they still affect you today?

You might also want to think about how you actually use mathematical thinking in everyday life - diverse mathematical skills are used in building or designing or in doing craft work, estimating money or amounts, planning complex activities, collecting and organizing data. These activities might not necessitate the use of the quadratic formula, but they probably require good intuitions and understandings about geometric and quantitative knowledge. Write about activities you do which require this kind of mathematical insight. I would particularly like to read about any cultural influences on your mathematical background. Have you learned ways of doing mathematics that you can identify as being from a culture other than the dominant one in this country? Did you begin learning mathematics in another country, and if so, what changes did you find when you moved here? Can you identify specific cultural influences on how you see your own mathematical knowledge and on your motivation to study mathematics?

Please do not simply list the classes you have taken and the grades received. I am much more interested in whether you were affected by the class, the teacher, and the experience, and in what ways. Describe in detail!

