MATH 1350.001 - Summer 2007
Mathematics for Elementary Education I

Instructor
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Office
GAB 469

Office hours
Monday through Thursday, 10:00 – 11:00 am If you are unable to see me during these hours, please request an appointment.

Class meets
Monday through Thursday, 8:00 – 9:50 am in GAB 201.

Textbook
Thomas Sonnabend, Mathematics for Teachers, Third edition.

Prerequisites
MATH 1100 with a grade C or better, or an appropriate score on the placement test.

Prerequisite verification deadline
Wednesday, June 6, 11:00 am. If you do not meet the prerequisites, you must drop the course.

Grading policy
Your final letter grade will be based on five components: homework, problem reports, reading reports, midterm, and final. Each component is worth 20%. The lowest two homework scores and the lowest two problem reports will be dropped.

Attendance policy
Given that this class is experiential in nature, attendance is mandatory. You will be allowed two absences for any reason.

After the second absence, your grade will be lowered by five percent. After the fifth absence, you will be administratively dropped (with a WF) from the course.

Midterm
Tuesday, June 19, 8:00 – 9:50 am in GAB 201

Final exam
Friday, July 6, 8:00 – 9:50 am in GAB 201

Math Lab
The UNT Math Lab is located in GAB 440. The hours of operation are Monday – Thursday, 7 am to 7 pm, Friday – Saturday, 1 pm – 5 pm.

Disability Accommodation
It is the responsibility of students with certified disabilities to provide the instructor with appropriate documentation from the Dean of Students Office.
Course description
This is not a course on how to teach mathematics. That comes later in a course offered by the College of Education called EDEE 4350, Mathematics in Grades EC-8. Instead, the purpose of this course is to help you develop a deeper understanding of the mathematics related to what you will teach.

The goal is to help you develop the subject matter expertise in arithmetic and number theory that will prepare you to design lessons, answer questions, and deal with your students different ways of thinking. To accomplish this objective, this course will emphasize the development of certain types of skills that are important in becoming the type of teacher who seeks to cultivate true mathematical ways of thinking in her or his students.

Instead of attending lecture sessions, a large part of the course will feature problem-solving where the role of the instructor will be to help you to determine your solutions and provide justification for the claims that you make rather than your being told how to do things.

Problem Reports
For several of the in-class activities, you will be asked to write an individual report on what you learned working on the activity. These write-ups are expected to be in good English and word-processed. More information on this aspect of the course will appear in a separate set of directions.

Reading Reports
Part of the work for this course is to explore how your learning relates to teacher preparation. You will write responses to designated readings in professional journals for elementary and middle school teachers. The list of readings, directions on how to find them, grading information, and instructions on how to write responses will be provided in a separate set of directions.

Homework Exercises
Nearly each class meeting you will be assigned relevant reading from the text. Each reading assignment will be accompanied by a homework assignment. The homework assignment will be graded. Solutions will be provided on-line.

Midterm and Final
There will be two in-class tests, a midterm and a final. The midterm will cover material of the first eight class meetings, and the final that of the last eight meetings. We will review material the day before each test.