

# Gallaudet University

## MAT 040-01: Pre-College Mathematics – Fall 2013 – 4 credits

**Instructor:** Susanna Henderson

**E-mail:** susanna.henderson@gallaudet.edu

**Office:** HMB S344D

**VP #:** 202-559-5429

**Office Hours:** MW 9:30-10:30am and M 2:00-6:30pm; TuTh 9:30am-12:00pm

**Class Meets:** MTWTh 1:00 to 1:50pm

**TOTAL HOURS OF CLASSES: 50 HOURS AND 100 HOURS OUTSIDE**



## Table of Contents

Course Materials .....	p. 2
Grading Assessments .....	p. 2
Student Learning Outcomes ..	p. 3
Course Expectations .....	p. 4
Undergraduate Policies .....	p. 5
MAT 040 Schedule .....	p. 7
Mathematics Project.....	p. 11

## Course Description

This course is designed to promote mathematical literacy among liberal arts students and to prepare students for GSR 104. The approach in this course helps students increase their knowledge of mathematics, sharpen their problem-solving skills by using technology strategy, and raise their overall confidence in their ability to learn and communicate mathematics.

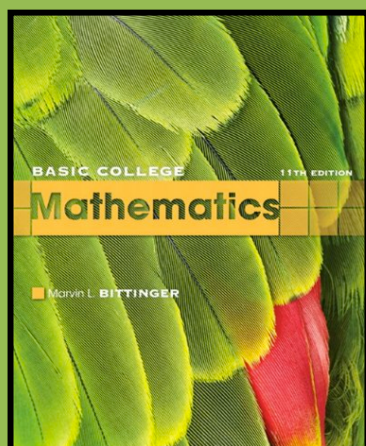
Technology is integrated throughout the course and including the ability to interpret real-life data algebraically numerically, symbolically, and graphically.

Topics include calculator skills, number sense, basic algebraic manipulation, solving linear equations, graphing of linear equations, and their applications. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

## Course Purposes

- To prepare you for your next course, GSR 104 (Quantitative Reasoning Approach)
- To gain your understanding in mathematics concepts and applications by using appropriate methods in problem solving and using technology.
- To develop your ability to reason with quantitative information in positive attitude to further your achievement in your career.
- To provide you the techniques in developing critical thinking skills with problem solving in mathematics concepts and gain the usage of technology.

# Course Materials



## REQUIRED:

*Basic College Mathematics* by Marvin L. Bittinger, 11<sup>th</sup> ed., Pearson Education 2011.

- The book is titled eBook and includes MyMathLab (MML) Access Code.
- Buy this book at the bookstore.

ISBN-13: 9780321599193



## OPTIONAL

**MyMathLab** – Buy the Access Code online if you would like to use only eBook. [Do not buy this kit via AMAZON (it is recommended to get the access code via Pearson).]

ISBN-13:  
9780321199911

- Pen and/or pencil
- 3-ring binder with paper
- TI-84 Graphing Calculator required. TI-83 is acceptable.
- Access to Computer with MS Office (Word and Excel) and the Internet ([www.coursecompass.com](http://www.coursecompass.com) or [www.mymathlab.com](http://www.mymathlab.com))

## GRADING ASSESSMENTS

MAT 040	
Assignments & Weightings	
Project -	15%
Final Exam -	20%
Four out of Five Tests -	35%
Six Quizzes -	10%
MML Assignments -	10%
10 Critical Thinking Activities -	10%
TOTAL	100%

Grading Scale for Final Grade	
Grade	Suggested Equivalence <sup>1</sup>
A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	Below 60

## MML ASSIGNMENTS:

Please print your completed MML assignments, along with your shown work.

## TOPICS COVERED

CHAPTER 1: WHOLE NUMBERS
CHAPTER 2: FRACTION NOTATION
CHAPTER 3: FRACTION NOTATION AND MIXED NUMERALS
CHAPTER 4: DECIMAL NOTATIONS
CHAPTER 5: RATIO AND PROPORTION
CHAPTER 6: PERCENT NOTATION
CHAPTER 7: DATA, GRAPHS, AND STATISTICS
ANOTHER TEXT: PROBABILITY

## ATTENDANCE SYSTEM:

*Need to come on time and stay for the whole class?*

### To give you an example how this works:

- You are allowed to have up to 4 unexcused attendances, including religious observation(s).
- If you miss 5 classes, then you will be bumped down one grade ( $5 - 4 = 1$  letter).
- If your final grade is B+ and you miss 5 classes then it will be changed to B

Yes. I will use [Starfish](#) (pp. 5) 5 minutes after we start class to record attendance. If you are late, or if you leave early before class ends, I will count that as half an absence. However, you are responsible to inform me to change from A (Absent) to T (Tardy) via email. I know unexpected things happen once in a while. However, being on time is important; bosses love it when you are punctual.

# Student Learning Outcomes



1. Language and Communication
2. Critical Thinking
3. Identity and Culture
4. Knowledge and Inquiry
5. Ethics and Social Responsibility

[http://www.gallaudet.edu/catalog/undergrad\\_education/learning\\_outcomes.html](http://www.gallaudet.edu/catalog/undergrad_education/learning_outcomes.html)

Course SLOs	Critical Assessments	Tools for Assessment and Expected Level	Program SLOs	GU SLOs
<b>Interpretation:</b> Student provides explanations of information presented in mathematical forms. For instance, student accurately explains the trend data shown in a graph.	* Mathematics Project (ASL and English) * Critical Thinking Activities * Quizzes/Tests	* GU Quantitative Literacy Rubric * GU Written Communication * ASL Public Presentation Rubric	1, 2, 4	1, 2, 4
<b>Representation:</b> Student converts relevant information into mathematical forms.	* Critical Thinking Activities * Exams/Quizzes	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
<b>Calculation:</b> Student calculates to solve the problem.	* Exams /Quizzes * Project	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
<b>Application/Analysis:</b> Student uses the quantitative analysis of data as the basis for judgments and drawing conclusions.	* CTA * Exams /Quizzes * Project	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
<b>Assumptions:</b> Student describes assumptions involved in estimation, modeling, and data analysis.	* CTA * Exams/Quizzes	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
<b>Communication:</b> Student uses quantitative information in connection with the argument or purpose of the work.	* Mathematics Project	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 3, 4
<b>Supporting Material:</b> Student uses supporting materials that make reference to information or analysis.	* Mathematics Project * CTA	* GU Written Communication Rubric * ASL Public Presentation Rubric	1, 2, 4	1, 2, 4
<b>Central Message:</b> Student communicates a central message.	* Mathematics Project	* GU Written Communication Rubric * ASL Public Presentation Rubric	1, 2	1, 2
<b>Ethics and Social Responsibility:</b> Assess the consequences of actions.	* CTA * Mathematics Project	* Starfish Attendance Records * SafeAssignment	4	5

Mathematics Program: [http://www.gallaudet.edu/Documents/Assessment/MATH\\_learning\\_outcomes.pdf](http://www.gallaudet.edu/Documents/Assessment/MATH_learning_outcomes.pdf)

# Course Expectations

## PROFESSIONAL BEHAVIOR:

The goal of an undergraduate education is to prepare you for the workplace and/or for postgraduate education. Therefore, we aim to foster behaviors and habits that will allow you to be successful. Our specific expectations for professional behavior are that you will:

- ◆ Arrive to class on time and attend all sessions.
- ◆ Complete all assignments on time.
- ◆ Ask appropriate questions and practice active learning.
- ◆ Be prepared and ready to participate when called upon.
- ◆ Treat each other with respect and civility.
- ◆ Encourage learning and discussion among classmates and actively assist classmates during group work.
- ◆ DO NOT use pagers, iPods, laptops, or other electronic devices during class.

## ATTENDANCE/PARTICIPATION & EXPECTATIONS:

1. Class attendance is **REQUIRED**. Due to the interactive nature of the classroom environment, most students find that attending class regularly is essential to learning the materials. You can have **ONLY one week's** worth (4 for MWTF classes) of excused absences. Please see the Attendance System section in page 2.
2. **Pagers MUST BE OFF and KEPT OFF** during the entire classroom period. You may

not use your pagers to calculate your answers. Purchase a calculator to calculate your answers.

3. Each assignment will be handed out or posted on the Blackboard (Bb). It must be handed in **ON TIME**. If the assignment is turned in one day **LATE** without a mutual agreement upon an alternative submission date in advance, a **10% GRADE DEDUCTION** will be applied. Each day is equivalent to a day, not a class day. After one day, it is considered as uncompleted task, which means a **ZERO**. You are **RESPONSIBLE** for getting handouts that are distributed in class yourself. If you know that you will be absent or unavailable the day an assignment is due, please make sure your assignment is completed before or by the due date. If you have technical difficulties, e-mail your instructor.
4. A percentage of your grade is directly related to your class contribution. Students are expected to make positive contributions, which foster a professional, analytic atmosphere. Healthy debate is encouraged, but students must be mindful that remarks that demean others and/or their opinions are not tolerated.
5. Make-up work will be provided with **documented** medical excuses and personal emergencies. Make-up work that is not made up by the agreed date between the student and the instructor will be considered a **ZERO**. In other words, late work will not be

accepted.

6. Academic Honesty is strictly enforced at Gallaudet University. Please refer to the Academic Policy in this syllabus (see pp. 5).

## INSTRUCTIONAL METHODS:

The types of instruction will include, but not be limited to the following:

- Taking turns from lecture to students doing their worksheet or on the whiteboard/blackboard (interactional method)
- Providing three-five different examples in 20 minutes (using PowerPoint and/or worksheet) and encouraging individual students complete at least five questions in class (faculty-led method/student-centered method)
- Brainstorming between instructor and students together while solving a problem using SmartBoard (student-centered method)

## LEARNING ASSESSMENTS:

The grading assessments section is found on page 2 of this syllabus. The rubrics to be used for this course will include the following:

1. [Critical Thinking Activities Rubric](#) [10%]
2. [Mathematics Project Rubric](#) (pp. 12): Faculty members are required to evaluate each student's abilities using [Quantitative Literacy Value Rubric](#), [ASL Public Presentation Rubric](#), and [Written Communication Rubric](#) [15%]
3. Final Exam [20%] and Four of Five Final Tests [35%] (pp. 14-15): [Quantitative Literacy](#)



# Undergraduate Policies



## **IMPORTANT LINKS TO REVIEW:**

Academic Integrity Policy Statement Link  
(<http://my.gallaudet.edu/bbcswebdav/institution/Public/CUE-Academic-Integrity08-21-07.doc>)

Students with Disabilities Link  
(<http://oswd.gallaudet.edu>)

Tutorial and Instructional Programs  
(<http://www.gallaudet.edu/tip.html>)

Supplemental Instruction Link  
([http://www.gallaudet.edu/TIP/Supplemental\\_Instruction.html](http://www.gallaudet.edu/TIP/Supplemental_Instruction.html))

Starfish Link  
([http://www.gallaudet.edu/GTS/Tool\\_Box/Starfish.html](http://www.gallaudet.edu/GTS/Tool_Box/Starfish.html))



## **Class Communication Policy:**

Each and every person has a right and responsibility to understand and be understood. While ASL will be the means of communication in this course, it will be recognized that each person has their own visual communication needs. Everyone's signing style and skills will be respected and various communication tools will be used to ensure effective communication.

## **Email & Grading Policy:**

Just like students, instructors/professors have a life outside the walls of Gallaudet University. E-mails will be read and responded within 24 hours. Grades will be graded one week after the due date. If more time is needed for grading, it will be communicated to the class via e-mail.

## **Academic Integrity Policy Statement & Link:**

The Gallaudet University Undergraduate Catalogue has an academic honesty policy, which all students should be aware of. This policy can be found at: <http://my.gallaudet.edu/bbcswebdav/institution/Public/CUE-Academic-Integrity08-21-07.doc>.

Your professors support this policy. Be aware that if a student is discovered doing unethical practices such as cheating on exams, providing false information or other unethical actions as indicated in the University Integrity & Honesty policy, your professors have the right to give a failing grade for the particular assignment or course, and/or recommend dismissal.

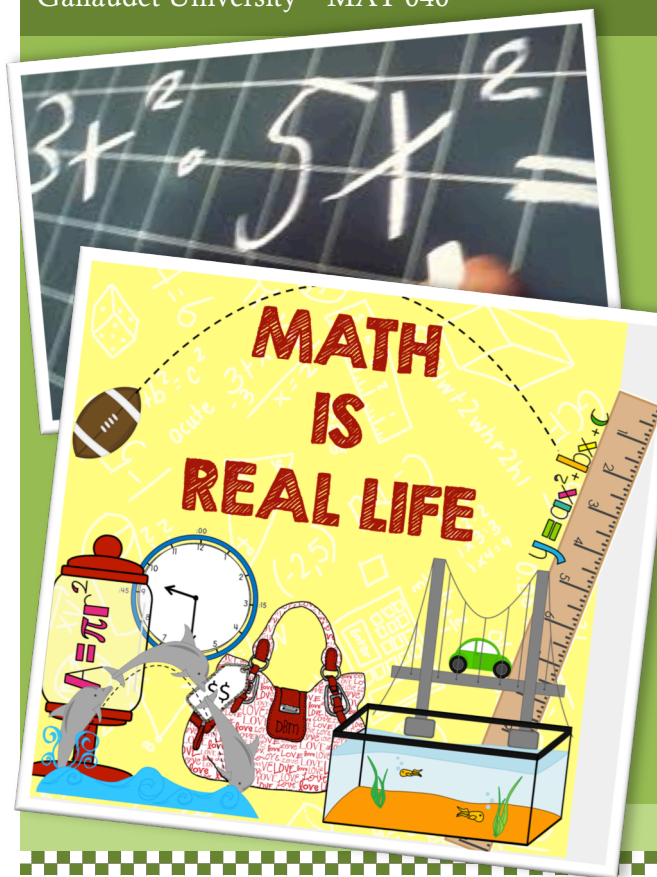
As members of the academic community, we all have an

obligation to tell the truth at all times. When we don't know the answer to a question, we say so. When we borrow another person's ideas or language, we say so. We never lie, cheat, or steal. Students who do lie, cheat or steal by copying another student's work, faking data, or failing to acknowledge using another person's language or ideas will receive consequences as spelled out in the policy. Hence, it is important that you read, understand and remember this policy.

## **Office for Student with Disabilities:**

Gallaudet University is committed to providing all students equal access to learning opportunities. The Office for Students with Disabilities (OSWD) works with students with additional disabilities in order to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, physical, or systemic), are invited to contact OSWD for a confidential discussion at (202) 651-5256 (V/TTY) or at [oswd@gallaudet.edu](mailto:oswd@gallaudet.edu). OSWD is located in the Student Academic Center, room 1220. Additional information is available at the OSWD website: [http://www.gallaudet.edu/office\\_for\\_students\\_with\\_disabilities.html](http://www.gallaudet.edu/office_for_students_with_disabilities.html).

Students must be registered with the Office of Students with Disabilities (OSWD) if they need special academic accommodations. If you are a client of the Office for Student with Disabilities (OSWD), please see the instructors during the first two weeks of the semester so that we can plan to meet your classroom needs.



**New-Tritional Info**

540 calories	54 minutes	130 minutes	81 minutes
-----------------	------------	-------------	------------

How long would you have to run to burn off a McDonald's Extra Value Meal?

**Equations and Expressions**

Students are responsible for ensuring that the OSD staff brings the appropriate academic accommodation documentation to the professor. Ideally, this should be done by the end of the second week of classes, but no later than the end of the fifth week of classes.

Accommodation may only be provided from the time the professor receives documentation until the end of the course. If the student is registered with OSD but the accommodations documentation is not sent by this office to the professor in a timely manner, the student should send an e-mail message and written note to the professor, program director and chair of the department asking for assistance and naming the OSD staff member who is working with them and this person's email address.

#### **Supplemental Instruction Policy & Link:**

The role of Supplemental Instructor (SI) is to assist students in understanding the materials covered in class. As a student of this course, you are responsible for arranging a time to meet with your SI in person to review any materials that may appear foreign to you outside of the classroom. If the question is too challenging for you and the SI, contact the instructor to set up an appointment to see the instructor in person. For more information, visit [http://www.gallaudet.edu/TIP/Supplemental\\_Instruction.html](http://www.gallaudet.edu/TIP/Supplemental_Instruction.html).

#### **Syllabus Change Policy and Disclaimers**

We will not make changes that substantially alter the assessment and grading of your work. This syllabus is a course guide.

However, varied situations, such as bad weather or changes to syllabus may occur. Alternative options will be provided while retaining the original assessment methods.

The course, schedule and assignment deadline dates are subject to reasonable change by the instructors at any time. These changes may be announced during class session or in Blackboard. It is your responsibility to be aware of any announcements.

#### **Rights of Faculty:**

\*\* I reserve the right to modify and update this syllabus. \*\*

# FALL 2013 SCHEDULE

DAY	TOPIC	ASSIGNMENTS	DUE
<b>26-Aug Mon.</b>	Introduction to MAT 040 & MML [Chapter 1: Whole Numbers]	Register MML MML Orientation (12 questions) Read Chapters 1.2 to 1.3	28-Aug
<b>28-Aug Wed.</b>	Chapters 1.2 to 1.3 Addition & Subtraction	Chapters 1.2 to 1.3 (MML—20 qq's) Read Chapters 1.4 & 1.5	29-Aug
<b>29-Aug Thurs.</b>	Chapters 1.4 to 1.5 Multiplication & Division	Chapters 1.4 & 1.5 (MML—24 qq's) Read Chapters 1.1 & 1.6	30-Aug
<b>30-Aug Fri.</b>	Chapters 1.1 & 1.6 Standard Notation & Rounding and Estimating; Order	Critical Thinking Activity (CTA) #1 Chapters 1.1 & 1.6 (MML—24 qq's) Study Chapters 1.1 to 1.6	4-Sep
<b>2-Sep Mon.</b>	LABOR DAY (Study Chapter 1 for Thursday's 1 <sup>st</sup> Test)		
<b>4-Sep Wed.</b>	Chapters 1.1 to 1.6 Quizzes #1	Review Chapters 1.1 to 1.5 for Final Test #1 (MML Practice Test #1) Read Chapter 1.7	5-Sep
<b>5-Sep Thurs.</b>	Mathematics Project Chapter 1.7 Solving Equations	Chapter 1.7 (MML—10 to 15 qq's) Read Chapter 1.8	6-Sep
<b>6-Sep Fri.</b>	Chapter 1.8 Applications & Problem Solving	CTA #2 Chapter 1.8 (MML—10 to 15 qq's) Read Chapter 1.9	9-Sep
<b>9-Sep Mon.</b>	Chapter 1.9 Exponential Notation & Order of Operation	Chapter 1.9 (MML—10 to 15 qq's) Review Chapters 1.1 to 1.9	10-Sep
<b>10-Sep Tues.</b>	Review Chapters 1.1 to 1.9	Practice Chapter 1 Test (MML—30 qq's)—STUDY!	11-Sep
<b>11-Sep Wed.</b>	Final Test #1 (Chapters 1.1 to 1.9) [Chapter 2 Fraction Notation: Multiplication & Division]	CTA #3 (Due before Monday, 16 <sup>th</sup> Sep) Read Chapter 2.1	12-Sep
<b>12-Sep Thurs.</b>	Chapter 2.1 Factorizations	CTA #3 Chapter 2.1 (MML—10 to 15 qq's) Read Chapter 2.2	16-Sep
<b>16-Sep Mon.</b>	Chapter 2.2 Divisibility	Chapter 2.2 (MML—10 to 15 qq's) Read Chapter 2.3	17-Sep
<b>17-Sep Tues.</b>	Chapter 2.3 Fractions & Fraction Notation	Chapter 2.3 (MML—10 to 15 qq's) Read Chapter 2.4	18-Sep
<b>18-Sep Wed.</b>	Chapter 2.4 Multiplication and Applications	Chapter 2.4 (MML—10 to 15 qq's) Read Chapter 2.5	19-Sep
<b>19-Sep Thurs.</b>	Chapter 2.5 Simplifying	Chapter 2.5 (MML—10 to 15 qq's) Study Chapters 2.1 to 2.5	23-Sep
<b>23-Sep Mon.</b>	Chapters 2.1 to 2.5 Quizzes #2	CTA #4 Read Chapter 2.6	24-Sep
<b>24-Sep Tues.</b>	Chapter 2.6 Multiplication, Simplifying, and Applications	Chapter 2.6 (MML—10 to 15 qq's) Read Chapter 2.7	25-Sep

DAY	TOPIC	ASSIGNMENTS	DUE
<b>25-Sep Wed.</b>	Chapter 2.7 Division & Applications	Chapter 2.7 (MML—10 to 15 qq's) Study Chapters 2.1 to 2.7 for TEST #2	26-Sep
<b>26-Sep Thurs.</b>	Review Chapters 2.1 to 2.7	STUDY Final Test #2 Practice Final Test #2 (MML—35 qq's)	30-Sep
<b>30-Sep Mon.</b>	Final Test #2 (Chapters 2.1 to 2.7) [Chapter 3 Fraction Notation and Mixed Numerals]	CTA #5 Read Chapter 3.1	1-Oct
<b>1-Oct Tues.</b>	Chapter 3.1 Least Common Multiples	Chapter 3.1 (MML—10 to 15 qq's) Read Chapter 3.2	2-Oct
<b>2-Oct Wed.</b>	Chapter 3.2 Additions and Applications	Chapter 3.2 (MML—10 to 15 qq's) Read Chapter 3.3	3-Oct
<b>3-Oct Thurs.</b>	Chapter 3.3 Subtraction, Order, and Applications	Chapter 3.3 (MML—10 to 15 qq's) Read Chapter 3.4	7-Oct
<b>7-Oct Mon.</b>	Chapter 3.4 Mixed Numerals	Chapter 3.4 (MML—19 qq's) Study Chapters 3.1 to 3.4 for Quizzes	8-Oct
<b>8-Oct Tues.</b>	Chapters 3.1 to 3.4 Quizzes #3 [Chapter 4 Decimal Notation]	CTA #6 (Due before Monday, 14 <sup>th</sup> Oct) Read Chapter 4.1	9-Oct
<b>9-Oct Wed.</b>	Chapter 4.1 Decimal Notation, Order, and Rounding	Chapters 4.1 (MML—10 to 15 qq's) Read Chapters 4.2 to 4.4	10-Oct
<b>10-Oct Thurs.</b>	Chapters 4.2 to 4.4 Addition and Subtraction; Multiplication; & Division	Chapters 4.2 to 4.4 (MML—15 to 30 qq's) Read Chapter 4.5	14-Oct
<b>14-Oct Mon.</b>	Chapter 4.5 Converting from Fraction Notation to Decimal Notation	Chapter 4.5 (MML—10 to 15 qq's) Study Chapters 3.1 to 3.4 & 4.1 to 4.5	15-Oct
<b>15-Oct Tues.</b>	Review Chapters 3.1—3.4 & 4.1—4.5	CTA #7 (Due before Monday, 21 <sup>st</sup> Oct) Study and Practice Chapters 3.1 to 3.4 & 4.1 to 4.5 (MML—30 qq's)	16-Oct
<b>16-Oct Wed.</b>	Final test #3 (Chapters 3.1-3.4 & 4.1-4.5) [Chapter 5 Ratio and Proportion & Chapter 6 Percent Notation]	CTA #7 Read Chapters 5.1 & 5.2	17-Oct
<b>17-Oct Thurs.</b>	Chapter 5.1 Introduction to Ratios	Chapter 5.1 (MML—10 to 15 qq's) Read Chapter 5.2	21-Oct
<b>21-Oct Mon.</b>	Chapter 5.2 Rates and Unit Prices	Chapter 5.2 (MML—10 to 15 qq's) Read Chapter 5.3	22-Oct
<b>22-Oct Tues.</b>	Chapter 5.3 Proportions	Chapter 5.3 (MML—10 to 15 qq's) Read Chapter 5.4	23-Oct
<b>23-Oct Wed.</b>	Chapter 5.4 Applications of Proportions	Chapter 5.4 (MML—10 to 15 qq's) Study Chapters 5.1 to 5.4	24-Oct
<b>24-Oct Thurs.</b>	Chapters 5.1 to 5.4 Quizzes #4	CTA #8 Mathematics Project Outlines/Scripts Read Chapters 6.3 & 6.4	28-Oct
<b>28-Oct Mon.</b>	Chapter 6.1 Percent Notation	Chapter 6.1 (MML—10 to 15 qq's) Read Chapter 6.2	29-Oct



DAY	TOPIC	ASSIGNMENTS	DUE
29-Oct Tues.	Chapter 6.2 Percent Notation and Fraction Notation	Chapter 6.2 (MML—10 to 15 qq's) Read Chapter 6.3	30-Oct
30-Oct Wed.	Chapters 6.3 Solving Percent Problems using Equations	Chapters 6.3 (MML—10 to 15 qq's) Read Chapter 6.4	31-Oct
31-Oct Thurs.	Chapter 6.4 Solving Percent Problems Using Proportions	Chapter 6.4 (MML—10 to 15 qq's) Read Chapter 6.5	4-Nov
4-Nov Mon.	Chapter 6.5 Applications of Percent	Chapter 6.5 (MML—10 to 15 qq's) Read Chapter 6.6	5-Nov
5-Nov Tues.	Chapter 6.6 Sales Tax, Commission, and Discount	Chapters 6.1 to 6.5 Quizzes #5 Chapter 6.6 (MML—10 to 15 qq's) Read Chapter 6.7	6-Nov
6-Nov Wed.	Chapter 6.7 Simple Interest and Compound Interest; Credit Cards	Chapter 6.7 (MML—10 to 15 qq's) Study Chapters 5.1 to 5.4 & 6.1 to 6.7	7-Nov
7-Nov Thurs.	Review Chapters 5.1 to 5.4 & 6.1 to 6.7	Study and Practice Chapters 5.1 to 5.4 & 6.1 to 6.7 (MML—30 questions)	11-Nov
11-Nov Mon.	Final Test #4 (Chapters 5.1-5.4 & 6.1-6.7) [Chapter 7 Data, Graphs and Statistics]	CTA #9 Read Chapter 7.1	12-Nov
12-Nov Tues.	Chapter 7.1 Averages, Medians, and Modes	Chapter 7.1 (MML—20 qq's) Read Chapter 7.2	13-Nov
13-Nov Wed.	Chapter 7.2 Tables and Pictographs	Chapter 7.2 (MML—20 qq's) Read Chapter 7.3	14-Nov
14-Nov Thurs.	Chapter 7.3 Bar Graphs and Line Graphs	Chapter 7.3 (MML—20 qq's) Study Chapters 7.1 to 7.4 for Quizzes	18-Nov
18-Nov Mon.	Chapter 7.4 Circle Graphs	Chapters 7.1 to 7.4 Quizzes #6 Study Chapters 7.1 to 7.4	19-Nov
19-Nov Tues.	Review Chapters 7.1 to 7.4	Study Chapters 7.1 to 7.4	20-Nov
20-Nov Wed.	Final Test #5 (Chapters 7.1 to 7.4) [Video Project & Probability]	CTA #10 Video Project	2-Dec
21-Nov Thurs.	Video Project Instructions (Snapshots, Visual Pictures, and more)	CTA #10 Video Project	2-Dec
25-Nov To 29-Nov	<b>THANKSGIVING—NO CLASSES</b>		
2-Dec Mon.	Introduction to Probability #1	Probability (MML – 10 to 15 qq's) Mathematics Project	3-Dec
3-Dec Tues.	Probability #2	Probability #2 (MML – 10 to 15 qq's) Mathematics Project	4-Dec
4-Dec Wed.	Review Probability or Mathematics Project	Practice Chapters 1 to 7 (MML—30 qqs) Study Final Exam	5-Dec

DAY	TOPIC	ASSIGNMENTS	DUE
5-Dec Thurs.	Review Final Exam (Jeopardy/Paper)	Practice Chapters 1 to 7 (MML—30 qq's) Study Final Exam	9-Dec
9-Dec Mon.	Review Final Exam (Jeopardy/Paper)	Study Final Exam	11-Dec

**PLEASE TAKE A LOOK AT FINAL EXAM SCHEDULE BELOW.**

**FINAL EXAM:**

**DATE:** Wednesday, December 11<sup>th</sup> 2013

**TIME:** 1:00pm – 3:00pm

**ROOM:** HMB 241

\*There will be a comprehensive final exam on Friday, May 8<sup>th</sup>, 2013 from 8:00am to 10:00am. This date and time will not be changed. [http://www.gallaudet.edu/final\\_exam\\_schedule.xml](http://www.gallaudet.edu/final_exam_schedule.xml).

\* Do not buy a flight ticket, which is supposed to be close to the final exam's schedule!

# MAT 040 Video Project

---

**What:** To create “tutorial” videos of some skills and concepts we’ve learned in the semester of MAT 040 class.

**When:** Selecting one topic from your instructor’s handout  
1<sup>st</sup> Draft of Outlines, along with Scripts (“concepts”)  
2<sup>nd</sup> Final Draft of using Visual Pictures and ASL

**DATE:** 9-Sep

**DATE:** 28-Oct

**DATE:** 5-Dec

**Why:** The purpose of the project is envisioned to be fourfold and/or more:

1. The project will be a good way to really master a topic from the beginning semester [teaching is the best way to test if you have really learned something].
2. The project will give the class ownership over your own learning.
3. The project will teach students how to present math clearly.
4. The project will provide a student-generated help guide when studying for the final exam.
5. The project will encourage students identify and study how to edit videos and use technical tools independently, such as SmartBoard, QuickTime (how to record your computer screen), and how to insert a picture.

**Which hardware or video online can be shared is:**

1. [MyThread](http://www.gallaudet.edu/documents/academic/atlas/mythread.pdf) (<http://www.gallaudet.edu/documents/academic/atlas/mythread.pdf>)
2. [YouTube](http://www.gallaudet.edu/Documents/Academic/ATLAS/AT/eLearning/YouTube.pdf) (<http://www.gallaudet.edu/Documents/Academic/ATLAS/AT/eLearning/YouTube.pdf>)
3. [Echo 360](#) (Submit a request via [helpdesk@gallaudet.edu](mailto:helpdesk@gallaudet.edu) to reserve the Echo 360 studio in advance! Click here for the [PDF instructions](http://www.gallaudet.edu/GTS/Services/Echo360.html) — <http://www.gallaudet.edu/GTS/Services/Echo360.html>)
4. Your movie file attached in Blackboard
5. Give your USB to the instructor

**Which video application can be used is:**

1. [Windows Movie Maker 2012](#)  
(<http://portal.education.indiana.edu/Portals/379/tutorials/Windowsmoviemaker.pdf>)
2. [iMovie 11](#)  
([http://sugarloaf.nbed.nb.ca/sites/sugarloaf.nbed.nb.ca/files/doc/teacher/2/imovie\\_project\\_book.pdf](http://sugarloaf.nbed.nb.ca/sites/sugarloaf.nbed.nb.ca/files/doc/teacher/2/imovie_project_book.pdf))
3. Echo 360 (no requirement of editing your movie)
4. And much more...

**What will the instructor do with your created videos?**

1. You have the right to decide whether your video can be shown publicly, along with your signature on the form of IRB.
2. The videos will be converted to 3D characters as a way to protect your identities.
3. The videos can be shown publicly to MAT 040 students (and/or high school students) in the future.

**Where can you find technical help?**

1. Go to stop by the [e-Learning Lab](#)
  - a. Location: MLC B220 (Library)
  - b. Office hours: 9am to 5pm
  - c. Contact information: [eLearning@gallaudet.edu](mailto:eLearning@gallaudet.edu)

**Video samples:**

1. Good movies: <http://vimeo.com/10323113> (Perimeter, Area & Volume) or <http://vimeo.com/66333514> (Commission)
2. Bad movie: <http://vimeo.com/36264669> (Bad background with no visual pictures)

---

# Mathematics Project Grading Rubric

You are expected to have emailed a working video link to your instructor by December 5 (no exceptions). This assignment is worth 35 points. The grading rubric is shown below:

**5 pts:** The video has been completed and turned in on time (by 11:59pm)

**5 pts [Outlines/Scripts]:** You write up a brief explanation of what you are going to do. Specifically, what problem you're going to use, or what explanation you're going to give, and have your instructor review it before you record. We will have a 1 or 2-day turn around with these, so please get them to us early.

**4 pts [Real-World Applications]:** You chose at least two appropriate real-world applications to address your topic. You may use example problems from the book, but if you use the same problems, you will get only 2 of 4 points. We suggest you change the problem a bit, or the numbers, or choose homework exercises.

**15 pts [Video using Visual Pictures]:** Your video clearly elaborates on your topic (10 pts), with no mistakes in explanation or mathematics (5 pts). The difficulty level of the problem you chose will be taken in account when grading this part.

**1 pts:** There are no technical issues with your recording (e.g. noisy background).

**5 pts [Written Reflection]:** Write a constructive reflection in one page (250 words) based on your creation of MAT 040 video.

You can gain one or more extra credit points if you incorporate humor and you get me to chuckle, snort, or even more difficult, to laugh.

Each day the video is late will cost you 3 points.