

# Gallaudet University

## MAT 40-01: Pre-College Mathematics—Spring'15 [4 credits]

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**Office:** HMB S340A

**VP #:** 301-710-5778

**Office Hours:** MW 9:15-10:45am, TuTh 9:15-11:00am & 2:00-4:00pm, & Fridays—9:15am-10:45am & 1:00-2:00pm



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

**Contact Hours of Work:** Expect 4 hours of class time per week with and at least 6 hours of homework or participation per week.

## 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.

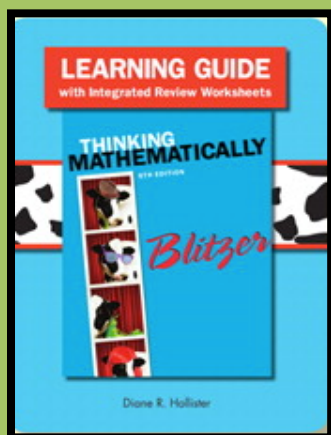
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## Course Purposes

- 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

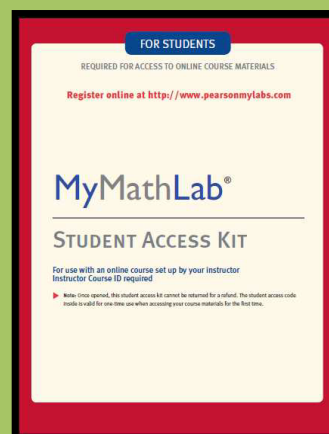


## REQUIRED:

*Thinking Mathematically* by Robert Blitzer, 6<sup>th</sup> ed., Pearson Education 2015.

- This offers learning guide with integrated review worksheets, along with MyMathLab (MML) Access Code.
- Buy this at the bookstore.

ISBN-10: 0321986415



## ACCESS CODE

**MyMathLab** –This includes Access Code that offers eBook and MML assignments. [Do not buy this kit via AMAZON (it is recommended to get the access code via Pearson).]

- Pen and/or pencil
- 3-ring binder with paper
- TI-84 Graphing Calculator required.
- Laptop, Notebook, or Tablet required (electronic device)
- 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	
Mathematics Project -	15%
Final Exam -	25%
Four Tests -	20%
Individual/Group Quizzes -	15%
MML Assignments -	15%
Five Reflective Journals -	10%
<b>TOTAL</b>	<b>100%</b>

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

## ELECTRONIC DEVICE REQUIRED:

All students are required to arrive on the first day of class with a laptop—which can access our BlackBoard site.

## TOPICS COVERED

**CHAPTER 1: PROBLEM SOLVING & CRITICAL THINKING**

**CHAPTER 5: NUMBER THEORY AND THE REAL NUMBER**

**CHAPTER 6: ALGEBRA EQUATIONS AND INEQUALITIES**

**CHAPTER 7: ALGEBRA: GRAPHS, FUNCTIONS, AND LINEAR SYSTEMS**

**CHAPTER 8: PERSONAL FINANCE**

**CHAPTER 11: COUNTING METHODS**

## ATTENDANCE SYSTEM:

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

To attend classes (not including excused absences), you will have bonus percentages to final grade:

- 1) +5%—Attended 55 classes (Perfect)
- 2) +4%—Attended 54 classes (Missed one class)
- 3) More....+1%—Attended 51 classes (4 misses)
- 4) -1%—Attended 49 and more.

Note: If your final grade is B+ (87%) and you miss 7 classes, then it will be changed to B (85%).

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

Yes. I will use [Starfish](#) (pp. 5) or Learning Catalytics 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.	* Math Project (ASL and English) * Journals * Quizzes/Tests	* AAC&U Quantitative Literacy Rubric	1, 2, 3, 4	1.1-4, 2.1-3, 2.5, 3.2-4, 4.1-3
<b>Representation:</b> Student converts relevant information into mathematical forms.	* Journals * Exams/Quizzes	* AAC&U Quantitative Literacy Rubric	1	1.1-3, 2.1-5, 4.1-3
<b>Calculation:</b> Student calculates to solve the problem.	* Exams /Quizzes * Math Project	* AAC&U Quantitative Literacy Rubric	2, 3	2.1-3, 4.1, 4.3
<b>Application/Analysis:</b> Student uses the quantitative analysis of data as the basis for judgments and drawing conclusions.	* Journals * Exams /Quizzes * Math Project	* AAC&U Quantitative Literacy Rubric	1, 3, 4	1.3, 2.1-2, 2.4-5, 3.4, 4.2, 4.5, 5.1
<b>Assumptions:</b> Student describes assumptions involved in estimation, modeling, and data analysis.	* Journals * Math Project * Exams/Quizzes	* AAC&U Quantitative Literacy Rubric	1, 2	2.3-4, 3.1, 4.3, 5.2-3
<b>Communication:</b> Student uses quantitative information in connection with the argument or purpose of the work.	* Math Project * Journals	* AAC&U Quantitative Literacy Rubric	1	1.1-5, 3.5, 5.5
<b>Supporting Material:</b> Student uses supporting materials that make reference to information or analysis.	* Math Project * Journals	* AAC&U Written Communication Rubric * ASL Public Presentation Rubric	1, 4	1.3, 2.1, 4.2
<b>Central Message:</b> Student communicates a central message.	* Math Project * Catalytics Learning	* AAC&U Written Communication Rubric * ASL Public Presentation Rubric	1, 4	1.1-2, 1.4-5, 2.2, 2.4, 5.7
<b>Ethics and Social Responsibility:</b> Assess the consequences of actions.	* Journals * Math 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

Spring 2015

## 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:

- 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.
- **Pagers MUST BE OFF** and **KEPT OFF** during the entire classroom period. You may not use your pagers to calculate your answers.

- 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.
- 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.
- 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.
- 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:

- Watching movies and filling in-the-blanks at home in order to be prepared for quizzes
- Taking turns from lecture to students using Learning Catalytics (a “bring your own device” student engagement, assessment, classroom intelligence system) as part of attendance (beginning) and quizzes (in the end of class)
- Providing three-five different examples in 15-20 minutes (faculty-led method)
- Completing Learning Guide worksheet in class as part of group quizzes (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. Mathematics Project (pp. 12): Faculty members are required to evaluate each student's abilities using [AAC&U Quantitative Literacy Value Rubric](#), [ASL Public Presentation Rubric](#), and [AAC&U Written Communication Rubric](#) [15%]
2. Final Exam [25%] and Four Final Tests [20%] (pp. 14-15): [AAC&U Quantitative Literacy Value Rubric](#)
3. Five Reflective Journals [10%] using [AAC&U Quantitative Literacy Value Rubric](#), [ASL Public Presentation Rubric](#), and [AAC&U Written Communication Rubric](#)



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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

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3. Five Reflective Journals [10%] using [AAC&U Quantitative](#)

# Undergraduate Policies



## **IMPORTANT LINKS TO REVIEW:**

Academic Integrity Policy Statement Link  
(<http://my.gallaudet.edu/bcswebdav/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/bcswebdav/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.

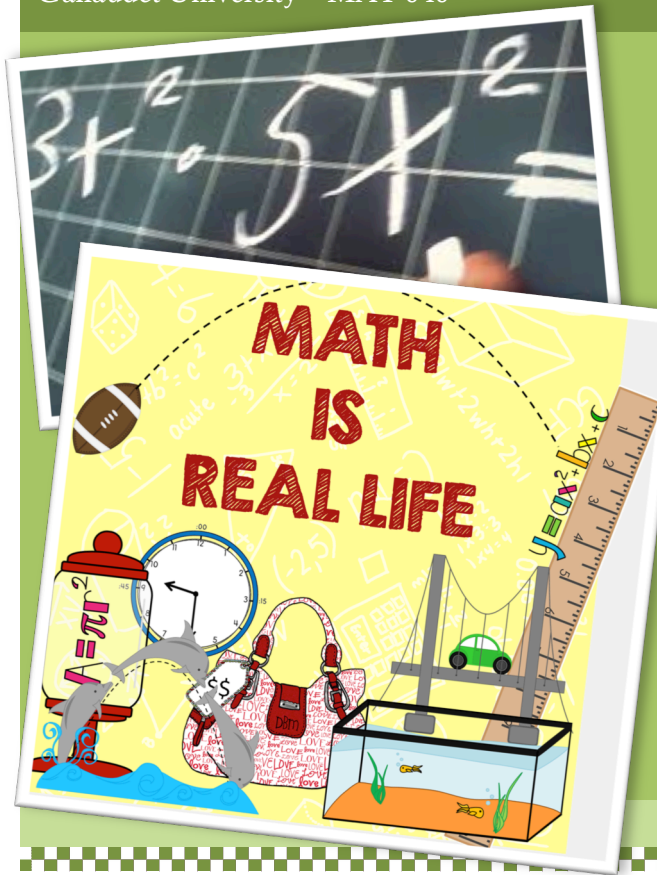
As members of the academic community, we all have an

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
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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.

#### **In-Class Tutor (ICT) Policy & Link:**

The role of In-Class Tutor (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 tutor 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 ICT, contact the instructor to set up an appointment to see the instructor in person. For more information, visit Google Drive: [The Differences Between ICT, Supplemental Instructor \(SI\), One-to-One Tutor \(OTO\), Walk-in Tutor \(WI\).](#)

#### **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. \*\*



# Spring 2015 Schedule

Day	Date	MAT 40 Course Information	Due
Wednesday	21-Jan	<b>Introduction to MAT 40 and MML</b>	
		Register MML	26-Jan at 11am
		MML Orientation (10 questions)	26-Jan at 11:59pm
Friday	23-Jan	<b>Introduction to calculators, iMovie/Windows Movie Maker, &amp; Learning Catalytics</b>	
		Buy the textbook and binder (Thinking Mathematically) & read Unit 1.2	26-Jan at 11am
		<b>Reflective Journal #1 in ASL</b>	26-Jan at 11:59pm
Monday	26-Jan	<b>Chapter 1.2 Estimation, Graphs, and Mathematical Models (Group Quizzes)</b>	
		MML Unit 1.2 (Blitzer) & Whole Numbers (Basic College Mathmematics)	28-Jan at 11:59pm
		Unit 5.1 eText and movies (MML)	28-Jan at 11am
Wednesday	28-Jan	<b>Chapter 5.1 Number Theory: Prime and Composite Numbers (Individual/Group Quizzes)</b>	
		MML Unit 5.1	29-Jan at 11:59pm
		Unit 5.2 eText and movies #1 (MML)	29-Jan at 11am
Friday	29-Jan	<b>Chapter 5.2 The Integers #1 (LC: Individual/Group Quizzes) &amp; Math Project</b>	
		MML Unit 5.2 #1	2-Feb at 11:59pm
		Unit 5.2 eText and movies #2 (Order of Operations)	2-Feb at 11am
		<b>Reflective Journal #1 in ASL (required to post at least two responses)</b>	2-Feb at 11:59pm
		<b>Introduction to Mathematics Project (Part #1: 3 Topics selected)</b>	9-Feb at 11am
Monday	2-Feb	<b>Chapter 5.2 Order of Operations #2 (Paper: Group Quizzes)</b>	
		MML Unit 5.2 #2	4-Feb at 11:59pm
		Unit 5.3 eText and movies (MML)	4-Feb at 11am
Wednesday	4-Feb	<b>Chapter 5.3 The Rational Numbers (Individual/Group Quizzes)</b>	
		MML Unit 5.3 #1	6-Feb at 11:59pm
		Unit 5.4 eText and movies (MML)	6-Feb at 11am
Friday	6-Feb	<b>Chapter 5.4 The Irrational Numbers #1 (LC: Individual/Group Quizzes)</b>	
		MML Unit 5.4	9-Feb at 11:59pm
		Unit 5.5 eText and movies (MML)	9-Feb at 11am
		<b>Introduction to Mathematics Project (Part #1: 3 Topics selected)</b>	9-Feb at 11am
Monday	9-Feb	<b>Chapter 5.5 Real Numbers and Their Properties (LC or Paper: Individual/Group Quizzes)</b>	
		MML Unit 5.5	11-Feb at 11:59pm
		Unit 5.6 eText and movies #1 (MML)	11-Feb at 11am
Wednesday	11-Feb	<b>Chapter 5.6 Exponents (LC: Individual/Group Quizzes)</b>	
		MML Unit 5.6 #1	13-Feb at 11:59pm
		Unit 5.6 eText and movies #2 (MML)	13-Feb at 11am
Friday	13-Feb	<b>Chapter 5.6 Scientific Notation (Paper: Individual/Group Quizzes)</b>	
		MML Unit 5.6 #2	16-Feb at 11:59pm
		Unit 5.7 eText and movies (MML)	16-Feb at 11am
		<b>Reflective Journal #2 in English (required to post at least two responses)</b>	16-Feb at 11:59pm
Monday	16-Feb	<b>Chapter 5.7 Arithmetic (and Geometric) Sequences (LC or Paper: Individual/Group Quizzes)</b>	
		MML Unit 5.7	18-Feb at 11:59pm
		Review Chapters 1.2 & 5.1 to 5.7	18-Feb at 11am



Day	Date	MAT 40 Course Information	Due
Wednesday	18-Feb	<b>REVIEW Chapters 1.2 &amp; 5.1 to 5.7</b>	
		MML Practice Test #1	20-Feb at 11am
Friday	20-Feb	<b>TEST #1 Number Theory and the Real Number System</b>	
		Unit 6.1 eText and movies (MML)	2-Mar at 11am
		<b>Reflective Journal #2 in English</b> (required to post at least two responses)	23-Feb at 11:59pm
Monday	23-Feb	<b>Chapter 6.1 Algebraic Expressions and Formulas</b>	
		MML Unit 6.1	25-Feb at 11:59pm
		Unit 6.2 eText and movies (MML)	25-Feb at 11am
Wednesday	25-Feb	<b>Chapter 6.2 Linear Equations in One Variable #1</b>	
		MML Unit 6.2 #1	27-Feb at 11:59pm
		Unit 6.2 eText and movies #2 (MML)	27-Feb at 11am
Friday	27-Feb	<b>Chapter 6.2 Proportions #2</b>	
		MML Unit 6.2 #2	2-Mar at 11:59pm
		Unit 6.3 eText and movies	2-Mar at 11am
		<b>Mathematics Project Part #2: Written scripts</b>	2-Mar at 11:59pm
Monday	2-Mar	<b>Chapter 6.3 Applications of Linear Equations</b>	
		MML Unit 6.3	4-Mar at 11:59pm
		Unit 6.5 eText and movies (MML)	4-Mar at 11am
Wednesday	4-Mar	<b>Chapter 6.5 Quadratic Equations</b>	
		MML Unit 6.5	6-Mar at 11:59pm
		Review Chapters 6.1 to 6.5 (Test #2)	6-Mar at 11am
Friday	6-Mar	<b>REVIEW Chapters 6.1 to 6.5</b>	
		MML Practice Test #2	9-Mar at 11am
Monday	9-Mar	<b>TEST #2 Algebra: Equations</b>	
		Unit 7.1 eText and movies (MML)	11-Mar at 11:59pm
Wednesday	11-Mar	<b>Chapter 7.1 Graphing and Functions</b>	
		MML Unit 7.1	13-Mar at 11:59pm
		Unit 7.2 eText and movies #1 (MML)	13-Mar at 11am
Friday	13-Mar	<b>Chapter 7.2 Linear Functions and Their Graphs #1</b>	
		MML Unit 7.2 #1	13-Mar at 11:59pm
		Unit 7.2 eText and movies #2 (MML)	13-Mar at 11am
		<b>Mathematics Project Part #3: PowerPoint</b>	23-Mar at 11am
Monday	16-Mar	<b>Spring Break (No classes)</b>	
Wednesday	18-Mar	<b>Spring Break (No classes)</b>	
Friday	20-Mar	<b>Spring Break (No classes)</b>	
Monday	23-Mar	<b>How to use Camtasia (Individual PowerPoints ready)</b>	
		Continue completing Project Part #4: ASL Movie	25-Mar at 11:59pm
		Unit 7.2 eText and movies #2 (MML)	25-Mar at 11am
Wednesday	25-Mar	<b>Chapter 7.2 Linear Functions and Their Graphs #2</b>	
		MML Unit 7.2 #2	27-Mar at 11:59pm
		Unit 7.3 eText and movies #1 (MML)	27-Mar at 11am

Day	Date	MAT 40 Course Information	Due
Friday	27-Mar	<b>Chapter 7.3 Systems of Linear Equations in Two Variables</b>	
		MML Unit 7.3 #1	30-Mar at 11:59pm
		Unit 7.3 eText and movies #2 (MML)	30-Mar at 11am
		<b>Reflective Journal #3 in ASL</b>	30-Mar at 11:59pm
Monday	30-Mar	<b>Chapter 7.6 Modeling Data: Exponential Functions</b>	
		MML Unit 7.3 #1	1-Apr at 11:59pm
		Unit 7.3 eText and movies #1 (MML)	1-Apr at 11am
Wednesday	1-Apr	<b>REVIEW Chapters 7.1, 7.2, 7.3, &amp; 7.6</b>	
		MML Practice Test #3	3-Apr at 11am
Friday	3-Apr	<b>Test #3 Chapters 7.1, 7.2, 7.3, &amp; 7.6 [Algebra: Graphs, Functions and Linear Systems]</b>	
		Unit 8.1 eText and movies #1 (MML)	6-Apr at 11am
		<b>Reflective Journal #3 in ASL</b> (required to post at least two responses)	6-Apr at 11:59pm
		<b>Mathematics Project Part #4: ASL Movie</b>	5-Apr at 11:59pm
Monday	6-Apr	<b>Mathematics Project Presentation</b>	
		Unit 8.1 eText and movies #1 (MML)	8-Apr at 11am
Wednesday	8-Apr	<b>Chapter 8.1 Percent &amp; Sales Tax #1</b>	
		MML Unit 8.1 #1	10-Apr at 11:59pm
		Unit 8.1 eText and movies #2 (MML) & Chapter 8.2 Income Tax #1	10-Apr at 11am
Friday	10-Apr	<b>Chapter 8.1 Sales Tax and Discounts #2 &amp; Chapter 8.2 Income Tax #1</b>	
		MML Unit 8.1 #1	13-Apr at 11:59pm
		Unit 8.1 eText and movies #2 (MML)	13-Apr at 11am
Monday	13-Apr	<b>Chapter 8.2 Income Tax #2</b>	
		MML Unit 8.2 #2	15-Apr at 11:59pm
		Unit 8.2 eText and movies #2 (MML)	15-Apr at 11am
Wednesday	15-Apr	<b>Chapter 11.1 The Fundamental Counting Principle</b>	
		MML Unit 11.1	17-Apr at 11:59pm
		Unit 11.2 eText and movies (MML)	17-Apr at 11am
Friday	17-Apr	<b>Chapter 11.2 Permutations</b>	
		MML Unit 11.2	20-Apr at 11:59pm
		Unit 11.3 eText and movies #1 (MML)	20-Apr at 11am
		<b>Reflective Journal #4 in English</b>	20-Apr at 11:59pm
Monday	20-Apr	<b>Chapter 11.3 Combinations</b>	
		MML Unit 11.3 #1	22-Apr at 11:59pm
		Unit 11.3 eText and movies (MML)	22-Apr at 11am
Wednesday	22-Apr	<b>Chapter 11.4 Fundamentals of Probability</b>	
		MML Unit 11.4	24-Apr at 11:59pm
		<b>Review Units 12.1-12.6 &amp; 7.2</b>	24-Apr at 11am
Friday	24-Apr	<b>REVIEW Chapters 8.1-8.2, &amp; 11.1-11.4</b>	
		MML Practice Test #4	27-Apr at 11am
		<b>Reflective Journal #4 in English</b> (required to post at least two responses)	27-Apr at 11:59pm

Day	Date	MAT 40 Course Information	Due
Monday	27-Apr	<b>Test #4 Chapters 8.1-8.2 &amp; 11.1-11.4</b>	
		REVIEW Chapters 1.2 & 5.1 to 5.7	22-Apr at 11am
Wednesday	29-Apr	<b>REVIEW Chapters 1.2 &amp; 5.1 to 5.7 (Estimation &amp; Number Theory)</b>	
		MML Number Theory	1-May at 11:59pm
Friday	1-May	<b>REVIEW Chapters 6.1 to 6.5 &amp; 7.1 to 7.3</b>	
		MML Algebra: Equations	4-May at 11:59pm
		<b>Reflective Journal #5 in ASL or English</b>	4-May at 11:59pm
Monday	4-May	<b>REVIEW Chapters 7.6, 8.1-8.2, &amp; 11.1 to 11.4</b>	
		MML Algebra: Graphs, Function, Linear Systems, Percent/Income Tax, & Probability	8-May at 3:30pm
Tuesday	5-May	<b>STUDY DAY (no classes)</b>	
Friday	8-May	<b>FINAL EXAM (3:30pm to 5:30pm)</b>	

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

**FINAL EXAM:**

**DATE:** Wednesday, May 6<sup>th</sup>, 2015

**TIME:** 8:00am – 10:00am

\*There will be a comprehensive final exam on Friday, May 6<sup>th</sup>, 2015 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

Spring 2015

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

<b>When:</b> 1 <sup>st</sup> Part: Selecting three topics from your textbook	<b>DATE:</b> <u>16-Feb</u>
2 <sup>nd</sup> Part: Draft of Outlines, along with Scripts (“concepts”)	<b>DATE:</b> <u>2-Mar</u>
3 <sup>rd</sup> Part: Final Draft of using Visual Pictures and ASL (PowerPoint)	<b>DATE:</b> <u>23-Mar</u>
4 <sup>th</sup> Part: Video production (iMovie/Camtasia)	<b>DATE:</b> <u>5-Apr</u>
5 <sup>th</sup> Part: Exhibition (Public Presentation)	<b>DATE:</b> <u>6-Apr</u>

**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)

## 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.

## **1<sup>st</sup> Reflective Journal in ASL: Student First-Day of School Questionnaires**

### **Goals**

1. What are your career goals?
2. What do you see yourself doing in the next 5-10 years?

### **Attitudes towards school**

3. What –type- of school did you attend?
4. What is your favorite thing about school?
5. What is your least favorite thing about school?

### **Language background**

6. When did you learn sign language?
7. What language(s) do you use at home?
8. Which language(s) are you most comfortable with?

### **Cultural background**

9. Where are you coming from?
10. What were the cultural origins of your ancestors (parents, grandparents, and so forth)?
11. What is your cultural identity?
12. Please give up to 10 words that sum up your identity as a person (gender, personality, family, interests, etc).

### **Academic ASL required:**

- One-Colored Background (no distraction of people, kitchen, bedroom, and more)
- One-Colored Top/Shirt (no distraction of tattoos, jewels, and more)
- [http://www.gallaudet.edu/office\\_of\\_bilingual\\_teaching\\_and\\_learning/academic\\_asl.html](http://www.gallaudet.edu/office_of_bilingual_teaching_and_learning/academic_asl.html)
- Length: between 1 and 3 minutes

## **Introduction of yourself in ASL: Due before Jan 26 at 11:59pm**

Total: 15 points (Introduction) + 5 points (Responses) = 20 points;  
5 points—Academic ASL (one-colored background),  
7 points—Content (Answer all the questions),  
3 points—Length, and  
+2/-2: Being on Time or Late

*Note:* You are required to reply **at least two responses to other classmates**, along with comments, constructive feedback, suggestions, ideas, and more. [Each post contains at least five sentences or 30 seconds in ASL.]

**At least two responses in English: Due before Jan 28 at 11:59pm** [Total: 5 points: 2 responses]



**2<sup>nd</sup> Reflective Journal in English (1-2 pages): *Number Theory***

1. Why is  $\frac{0}{4}$  equal to 0, but  $\frac{4}{0}$  undefined? (pp. 271)
2. Describe what it means to raise a number to a power. In your description, include a discussion of the difference  $-5^2$  and  $(-5)^2$ . (pp. 271)
3. Explain how to convert from an improper fraction to a mixed number. Use  $\frac{42}{5}$  as an example.
4. Explain how to add square roots with the same radicand.

**American Psychological Association (APA) Format required:**

- Fonts: Times New Roman, 12pt
- Double spacing (up to 2 pages: at least 500 words)
- [In-text citations](#) (when references used)
- [APA Expectations](#)
- [References](#) [one separate page => 1-2 pages + 1 page of References → at least two references]
- Refrain the use of first perspectives, i.e. "I," "We," "my," "our," and more

**Points system**

Total: 15 points (Paper) + 5 points (Responses) = 20 points;  
5 points—Academic English using APA format,  
7 points—Content (Answer all the questions),  
3 points—Length (1-2 pages + 1 page of References),  
5 points—At least two responses, and  
+2/-2: Being on Time or Late

*Note:* You are required to reply **at least two responses to other classmates**, along with comments, constructive feedback, suggestions, ideas, and more. [Each post contains at least five sentences or 30 seconds in ASL.]

**2<sup>nd</sup> Reflective Journal in English due before 9 Feb. at 11:59pm**

**At least responses in ASL/English due before 16 Feb at 11:59pm**

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**3<sup>rd</sup> Reflective Journal in ASL (1-3 minutes): *Algebra—Graphs, Functions, & Linear Systems***

1. What is a system of linear equations? Provide an example with your description (pp. 446)
2. Describe how to graph a line using the slope and y-intercept. Provide an original example with your description. What is the difference between "using intercepts" and "using the slope and y-intercept" to graph a linear equation? (pp. 432)
3. What does it mean if the slope of a line is 0 and undefined?

**American Psychological Association (APA) Format required:**

- One-Colored Background (no distraction of people, kitchen, bedroom, and more)
- One-Colored Top/Shirt (no distraction of tattoos, jewels, and more)
- In-Text Citations (Authors included)
- References

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Points system

Total: 15 points (Paper) + 5 points (Responses) = 20 points;

5 points—Academic ASL using APA format,

7 points—Content (Answer all the questions),

3 points—Length (1-3 minutes),

5 points—At least two responses, and

+2/-2: Being on Time or Late

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*Note:* You are required to reply **at least two responses to other classmates**, along with comments, constructive feedback, suggestions, ideas, and more. [Each post contains at least five sentences.]

**3<sup>rd</sup> Reflective Journal in ASL due before 30 March. at 11:59pm**

**At least responses in English/ASL due before 1 April at 11:59pm**

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#### **4<sup>th</sup> Reflective Journal in English: *Income Tax***

*The following topics are appropriate for either individual or group research projects. Use the Internet to investigate two selected topics as shown below. (pp. 507)*

1. Proposals to Simplify Federal Tax Laws and Filing Procedures
2. The Most Commonly Recommended Tax Saving Strategies
3. The Most Commonly Audited Tax Return Sections
4. Federal Tax Procedures Questioned over Issues of Fairness (Examples include the marriage penalty, the alternative minimum tax (AMT), and capital gains rates.)

#### **American Psychological Association (APA) Format required:**

- Fonts: Times New Roman, 12pt
- Double spacing (up to 2 pages: at least 500 words)
- [In-text citations](#) (when references used)
- [APA Expectations](#)
- [References](#) [one separate page => 1-2 pages + 1 page of References → at least two references)
- Refrain the use of first perspectives, i.e. "I," "We," "my," "our," and more

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#### Points system

Total: 15 points (Paper) + 5 points (Responses) = 20 points;  
5 points—Academic English using APA format,  
7 points—Content (Answer all the questions),  
3 points—Length (1-2 pages + 1 page of References),  
5 points—At least two responses, and  
+2/-2: Being on Time or Late

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*Note:* You are required to reply at least **two responses to other classmates in English** (each post contains at least five sentences).

**4<sup>th</sup> Reflective Journal in English** due before 13 April at 11:59pm

**At least responses in ASL/English** due before 20 April at 11:59pm

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**5<sup>th</sup> Reflective Journal in ASL (1-3 minutes) or English (at least 500 words): MAT 40 Course Information**

Please reflect on MAT 40's course assignments, videos, projects, activities, and exams. Create an ASL video or English paper in answering all of the questions. Points will be taken off for each question not answered.

FYI: You can work with your classmate(s) to create one ASL movie if you want to.

1. Did you learn something new related to MAT 40 course? Explain.
2. Which parts do you like the most and least? Explain (i.e. Learning Catalytics, Learning Guide Worksheets, Group Quizzes, MML Movies, MML Fill-in-the-blanks, MML assignments, and so forth).
3. Did the mathematics project benefit you? What did you learn or like best about this project? If you could, what would you change to make this project beneficial and enjoyable?
4. Did you feel that this course was too challenging, just right, or too easy? Explain why it was too challenging, just right, or too easy.
5. Regarding the instructor's teaching style, do you have any comments or constructive feedback?

Length: ASL (at least one minute) or English (at least 500 words)

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Points system

Total: 15 points (ASL/English) + 5 points (Responses) = 20 points;

5 points—Academic English using APA format,

7 points—Content (Answer all the questions),

3 points—Length (1-2 pages + 1 page of References),

5 points—At least two responses, and

+2/-2: Being on Time or Late

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*Note:* You are required to reply at least **two responses to other classmates in English** (each post contains at least five sentences).

**5<sup>th</sup> Reflective Journal in English/ASL due before 27 April at 11:59pm**

**At least responses in ASL/English due before 4 May at 11:59pm**

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