

Gallaudet University

GSR104.03 – Spring 2015 – 3 credits

Instructor: Susanna Henderson

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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

Class Meets: MW 12:30pm to 1:50pm



TOTAL HOURS OF CLASSES: 37.5 HOURS AND 75 HOURS OUTSIDE

Course Description

News headlines:

“Average college credit card debt rises with fees, tuition.”

“Extreme obesity can shorten people’s lives by 12 years.”

“Tracking the global spread of swine flu”

News headlines are generated to lure people into reading their articles. Some headlines are powerful while others are not so powerful. However, an article that talks about tracking numbers, averages, or an increase/decrease in something almost always has data to justify their headlines. Should we believe everything that the articles present? How are these numbers generated? How can the reader interpret the data and draw conclusions to make informed judgments?

Course Description: This course is designed to achieve mathematical literacy among liberal arts students. It includes the mathematics, logic, and problem-solving skills needed to make informed judgments in the contexts of science, technology, and society. Topics include number sense, statistics, probability, geometry, linear and exponential modeling, graphing, and data analysis. This is not a traditional abstract math class, but focuses on using mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live. **[This course uses Bilingual Approaches as English and ASL, and Multicultural Transformation (MCT).]**

Prerequisite: Qualifying performance on the English assessment or screening (GSR102 equivalent); high school algebra and passing the math

Contact Hours of Work: Expect 3 hours of class time per week with and at least 4.5 hours of homework or participation per week.

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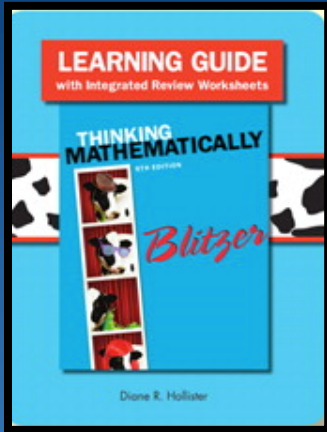
TOPICS COVERED

Chapter 1: Critical Thinking and Problem Solving
Chapter 6: Algebra
Chapter 7: Linear Graphs
Chapter 8: Consumer Mathematics and Financial Management
Chapter 12: Statistics

Course Goals

1. To learn mathematics with an emphasis on understanding how it can be applied in different situations.
2. To learn to communicate mathematically; helping others understand why a claim is true and listening and appraising others’ explanations. *Communication is learned through group work and homework, utilizing both ASL and written English skills.*
3. To become an active and independent learner of mathematical concepts.

Course Materials



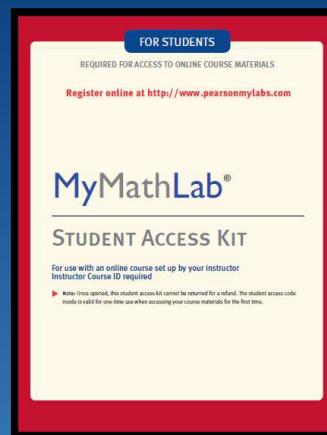
REQUIRED:

Thinking Mathematically by Robert Blitzer, 6th 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

- Pen and/or pencil
- 3-ring binder with paper
- Calculator (basic calculator is ok, but TI-83 or TI-84 preferred) or Scientific Calculator online: <http://web2.0calc.com/>



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).]

OPTIONAL:

Loose Leaf Text

ISBN-10: 0321999061

- Access to Computer with MS Office (Word and Excel) and the Internet (www.coursecompass.com or www.mymathlab.com)
- All handouts, policies, and updates found on Blackboard site.

ATTENDANCE POLICY:

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 26-28 classes (Perfect)
- 2) 4%—Attended 23-25 classes
- 3) 3%—Attended 20-22 classes
- 4) -2%—Attended less than 20 classes + more...

Note: If the final grade is 85% and you have attended 23 classes (+4%), it will be 89%.

Yes. I will use **Starfish*** 3 minutes after we start class to record attendances. 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.

* **Starfish Link:**

http://www.gallaudet.edu/GTS/Tool_Box/Starfish.html

Grading Assessments

Assignments and Weightings

Two Projects (Finance in English & Statistics in ASL)	20%
Final Exam	25%
Three Tests (Bonuses: MML and/or Group work, see pp. 3)	20%
Five Reflective Journals	10%
Group Activities/Quizzes (see MOI**, pp. 5)	15%
MML Assignments (unlimited attempts)	10%
(Bonuses: Attendance [loss points, see above] and watching ASL movies)	

100% - 93% = A

90% - 92% = A -

87% - 89% = B +

83% - 86% = B

80% - 82% = B -

77% - 79% = C +

73% - 76% = C

70% - 72% = C -

67% - 69% = D +

60% - 66% = D

Below 60% = F

** MOI stands for Methods of Instruction

Grading Assessments (Cont'd)

Final Exam	20%
Three Tests	20%
Midterm	15%

There are two different ways we can use for taking the test:

1. **1st Choice:** Individual test and then group test, or
2. **2nd Choice:** Individual test with two attempts.

1st Choice: Individual Test and Group Test

1. In the first 40 minutes, 1st Student has completed the test with 60% (as an example).
2. In the last 40 minutes, 1st Student has worked with two group members to complete the same test.
3. If the group test grade is 100% and the average grade of three group members (1st—60%; 2nd—70%; and 3rd—80%) is 70%, each of these three students will receive bonus percentages with 10% [Final group score – Average grade of three students = $100\% - 70\% = 30\% \div 3 = 10\%$].
4. Each student's grade will be changed:
 - a. 1st Student's original score was 60%— $60\% + 10\% = 70\%$ + MML grade (2%) = 72%
 - b. 2nd Student's original score was 70%— $70\% + 10\% = 80\%$ + MML grade (3%) = 83%
 - c. 3rd Student's original score was 80%— $80\% + 10\% = 90\%$ + MML grade (5%) = 95%

As for students with disabilities (found in “Office of Students with Disabilities,” pp. 7), they are allowed to take the test in advance. For example, if the test is offered on Monday at 11am, they are required to take it at 8am or on the earlier Friday.

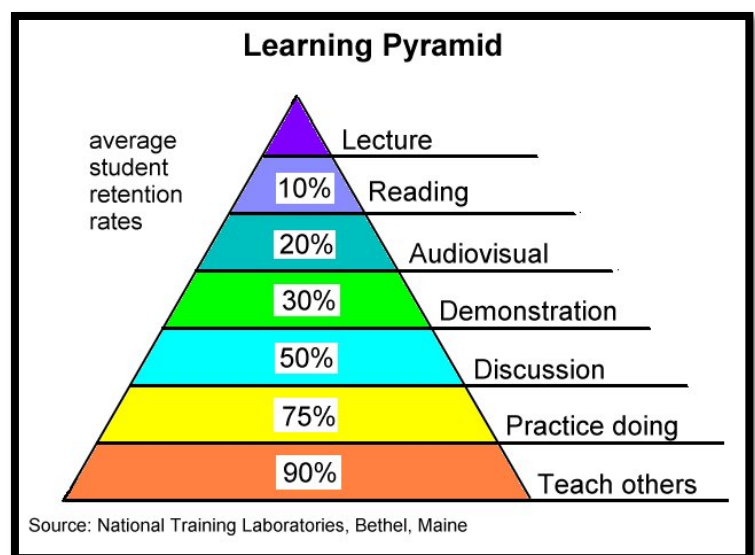
2nd Choice: Individual Test with Two Attempts

If the first test's score is 50%, you are allowed to retake the same test with different numbers within 80 minutes. The better score can be even 65%. If the average MML grade of units is 80% (+3%), then the final score is 68% (the best score is 65% + 3%).

RESEARCH

Research has proved that doing group activities will support learning pyramid's average student retention rates of 90%, “teach others” (Strauss, 2013). This helps developing teamwork skills as part of Multicultural Transformation (MCT), such as awareness and sensitivity to GSR 104 students' language and cultural diversity. Any private or governmental companies are looking for such skills that can lead job promotions.

NOTE: “**Teach others**” and “**practice doing**” are the most valuable learning tools!



Grading Assessments (Cont'd)

Finance Project (10%):

The objective of this project is to utilize finance formulas to investigate several factors related to financial decisions, such as budgeting, savings account, credit cards, and student loans. This project will require performing calculations within a spreadsheet program (Excel), analyzing the outcomes, and discussing the results of these calculations.

There are four different finance parts:

1. Finding a Career and Setting up a Monthly Budget in Excel
2. Comparing Two Different Savings Plans
3. Comparing Two Different Credit Cards
4. Comparing Four Different Lengths of Student Loan

This project's guideline is found in BlackBoard, along with samples. This focuses on self-awareness of how this works with interest rates and budget.

Statistics Project (10%):

The objective of this second project is to collect and analyze real world data (from a nice website called Gapminder) using statistical methods discussed in class. Topics you may choose from include life expectancy, infant mortality, education rates, et cetera. You will organize the data into a spreadsheet, perform an analysis, and present your findings in an in-class presentation.

Group Activities/Quizzes (20%):

During classes, groups of two or three students are required to complete questions in 20-30 minutes, based on watching the movie(s) and reading the text (fill in the blanks) at home. Each group of two or three students will not be the same since BlackBoard already sets up random groups automatically. This purpose is to support developing Multicultural Transformation (MCT) skills, e.g. identifying different ways of finding the correct solution(s).

Five Reflective Journals (10%):

You are required to do five reflective journals as following:

1st Journal: **First-Day of School Questionnaire** in ASL found in BlackBoard (as part of “understanding of self and others”)

2nd Journal: **Algebra in English** (in choosing three different word problems and providing a critical analysis of these situations)

3rd Journal: **Savings Plan in ASL** (in choosing nine stocks and comparing another group's stocks)

4th Journal: **Statistics in English** (describing what the standard deviation is used for, or describing whether a scatterplot will show a positive/negative or no correlation)

5th Journal: **GSR 104 Course Information** in ASL or English (as part of “compare and contrast diverse needs”)

** More information about these reflective journals can be found in pp. 12 or BlackBoard.

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

Course SLOs	Critical Assessments	Tools for Assessment and Expected Level	Program SLOs	GU SLOs
Interpretation: Student provides explanations of information presented in mathematical forms. For instance, student accurately explains the trend data shown in a graph.	* Statistics Project (ASL and English) * Journals * Quizzes/Tests	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Representation: Student converts relevant information into mathematical forms.	* Finance & Statistics Projects	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Calculation: Student calculates to solve the problem.	* Quizzes/Tests * Projects	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Application/Analysis: Student uses the quantitative analysis of data as the basis for judgments and drawing conclusions.	* Projects * Journals	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Assumptions: Student describes assumptions involved in estimation, modeling, and data analysis.	* Journals * Quizzes/Tests * Projects	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Communication: Student uses quantitative information in connection with the argument or purpose of the work.	* Projects * Journals	* GU Quantitative Literacy Rubric	1, 2, 4	1, 2, 4
Supporting Material: Uses supporting materials that make reference to information or analysis.	* Projects * Journals	* GU Written Communication Rubric * ASL Public Presentation Rubric	1, 2, 4	1, 2, 4
Central Message: Students communicate a central message.	* Projects * Journals	* GU Written Communication Rubric * ASL Public Presentation Rubric	1, 2	1, 2

Course Expectations

Professional Behavior:

The goal of an undergraduate education is to become prepared for the workplace and/or postgraduate education. Thus, behaviors and habits that enable success will be fostered. Specific expectations for this course include:

- arriving to class on time
- attending all classes
- being prepared
- encouraging and fostering a learning environment
- treating one another with collegial and respect
- avoiding the use of pagers, iPods, laptops, or other electronic devices during class

Attendance and Participation:

1. Class attendance is **REQUIRED**. Due to the interactive nature of the classroom environment, most students find that attending classes regularly is essential to learning the materials. If you attend classes, you will earn extra credit (found in page #2).

2. Pagers **MUST BE OFF** and **KEPT OFF** during the entire class 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**, a **20% GRADE**

DEDUCTION will be applied.

Each day is equivalent to a day, not a class day. Any assignments that are not turned in one day after the due date will be marked as **ZERO** and there will be no make-ups. 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 classroom contribution. Students are expected to make collegiate and positive contributions, which foster a professional and analytic atmosphere. Healthy debates are 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 on page 6.

Important Information:

GSR 104 course focuses mainly on the use of American Psychological Association (APA), along with the link provided, https://my.gallaudet.edu/bbcswebdav/xid-2083603_1 for our two projects and journals.

Academic ASL is required to be clear using one-colored background and APA citations (found in **Office of Bilingual Teaching and Learning**:

http://www.gallaudet.edu/office_of_bilingual_teaching_and_learning.html).

METHODS OF INSTRUCTION (MOI):

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

- **1st Step:** Watch each topic's movie in ASL and fill in the blanks found in eText or textbook at home.
- **2nd & 5th Steps:** 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)
- **3rd Step:** During classes, groups of two or three students are required to complete Learning Guide worksheets in 20-30 minutes.
- **4th Step:** GSR 104 students are required to complete MML assignments (unlimited attempts).
- This method is considered as **flipped classroom**.

Important Links to Review & Policies

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. **Finance and Statistics Projects** [20%]: 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. **Quizzes [15%], Final Exam [25%] and Three Final Tests [20%]**: [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](#)

Computers:

Computers undoubtedly have made a major impact in the way we learn, interact, conduct business, and communicate with each other. CNN aired a segment not too long ago that unveiled what the future may look like in regards to learning, and indeed you are encouraged to become at least literate, if not expert, with these pieces of technology. The instructor is using NetSupport, which can provide "the ability to deliver lesson content, simultaneously monitor all student PCs and work collaboratively, ensuring student attention and focus is maintained at all times" (NetSupport, 2012). This means that

you must **use Gallaudet computer in class**, unless a letter from OWSD states otherwise.

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/bbcsw>

Academic Integrity Policy Statement & Link (Cont'd):

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.

Important Links to Review & Policies Con't

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. 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.

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.

Students are responsible for ensuring that the OSWD 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 OSWD 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 OSWD staff member who is working with them and this person's email address.

Tutorial and Instructional Programs Link:

<http://www.gallaudet.edu/tip.html>

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.

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	GSR104 Course Information	Due
Wednesday	21-Jan	Introduction to GSR104 and MML	
		Register MML	26-Jan at 12:30pm
		MML Orientation (10 questions)	26-Jan at 12:30pm
Monday	26-Jan	Introduction to calculators and iMovie/Windows Movie Maker	
		Unit 1.2 & Unit 1.3 movies (BlackBoard) and e-Text (Fill-in-the-blanks)	28-Jan at 12:30pm
		Reflective Journal #1 in ASL	28-Jan at 11:59pm
Wednesday	28-Jan	Unit 1.2 Estimation, Graphs, and Models (Group Quizzes)	
		MML Unit 1.2	2-Feb at 11:59pm
		Unit 1.3 Problem Solving (Group Quizzes)	
		MML Unit 1.3	2-Feb at 11:59pm
		Unit 6.1 movies (MML) and e-Text	2-Feb at 12:30pm
		Reflective Journal #1 in ASL (required to post at least two responses)	2-Feb at 11:59pm
Monday	2-Feb	Unit 6.1 Algebraic Expressions and Formulas (Group Quizzes)	
		MML Unit 6.1	4-Feb at 11:59pm
		Unit 6.2 movies (MML) and eText	4-Feb at 12:30pm
		Introduction to Finance Project (Part #1)	16-Feb at 12:30pm
Wednesday	4-Feb	Unit 6.2 Linear Equations in One Variable and Proportions (Group Quizzes)	
		MML Unit 6.2	9-Feb at 11:59pm
		Review Units 1.2, 1.3, 6.1, & 6.2	9-Feb at 12:30pm
		Reflective Journal #2 in English	9-Feb at 11:59pm
Monday	9-Feb	REVIEW	
		MML Practice Test #1	11-Feb at 12:30pm
Wednesday	11-Feb	TEST #1 CRITICAL THINKING & ALGEBRA	
		Unit 8.1 movies #1, #2, & #3 (BlackBoard) and e-Text	16-Feb at 12:30pm
		Reflective Journal #2 in English (required to post at least two responses)	16-Feb at 11:59pm
		Finance Project Part 1 - Career and Monthly Expenses	18-Feb at 11:59pm
Monday	16-Feb	Unit 8.1 Percent and Decimal Notations & Key Words in Percent Translations (Group Quizzes)	
		MML Unit 8.1 #1	18-Feb at 11:59pm
		Unit 8.1 movies #4 & #5 (BlackBoard) and eText	18-Feb at 12:30pm
		Finance Project Part 1 - Career and Monthly Expenses	18-Feb at 11:59pm
Wednesday	18-Feb	Unit 8.1 Percent Change & Abuses of Percent (Group Quizzes)	
		MML Unit 8.1 #2	23-Feb at 11:59pm
		Unit 8.3 movie (BlackBoard) and eText	23-Feb at 12:30pm
Monday	23-Feb	Unit 8.3 Simple Interest (Group Quizzes)	
		MML Unit 8.3	25-Feb at 11:59pm
		Unit 8.4 movie (BlackBoard) and eText	25-Feb at 12:30pm
Wednesday	25-Feb	Unit 8.4 Compound Interest (Group Quizzes)	
		MML Unit 8.4	2-Mar at 11:59pm
		Unit 8.5 movies #1 & #2 (BlackBoard) and eText	2-Mar at 12:30pm
Monday	2-Mar	Unit 8.5 Annuities, Methods of Saving, and Investments (Group Quizzes)	
		MML Unit 8.5	4-Mar at 11:59pm
		Unit 8.6-8.8 movies #1 & #2 (BlackBoard) and eText	4-Mar at 12:30pm
		Finance Project Part 2 - Savings Plan	9-Mar at 11:59pm

SPRING 2015 SCHEDULE

Day	Date	GSR104 Course Information	Due
Wednesday	4-Mar	Unit 8.6 - 8.8 Cars, Cost of Home Ownership, and Credit Cards (Group Quizzes)	
		MML Unit 8.6 - 8.8 #1	9-Mar at 11:59pm
		Re-watch Unit 8.6-8.8 movies #1 & #2 (BlackBoard) and eText	9-Mar at 12:30pm
		Reflective Journal #3 in ASL (Groups of three students)	11-Mar at 11:59pm
Monday	9-Mar	Unit 8.6 - 8.8 Cars, Cost of Home Ownership, and Credit Cards (Group Quizzes)	
		MML Unit 8.6 - 8.8 #2	11-Mar at 11:59pm
		Finance Project Part 3 - Credit Cards	25-Mar at 11:59pm
		Finance Project Part 4 - Student Loans	25-Mar at 11:59pm
Wednesday	11-Mar	REVIEW	
		MML Practice Test #2	23-Mar at 12:30pm
		Reflective Journal #3 in ASL (required to compare another group's work)	23-Mar at 11:59pm
Monday	16-Mar	Spring Break (No classes)	
Wednesday	18-Mar	Spring Break (No classes)	
Monday	23-Mar	Test #2 FINANCE	
		Unit 12.1 Movies #1 & #2 (BlackBoard) and eText	25-Mar at 12:30pm
		Finance Project Parts 3 & 4 (Loans)	25-Mar at 11:59pm
Wednesday	25-Mar	Unit 12.1 Sampling, Frequency Distribution, Graphs, Frequency Table & Five-Number Summary	
		MML Unit 12.1 & Data	30-Mar at 11:59pm
		Unit 12.2 Movie (BlackBoard) & eText	30-Mar at 12:30pm
		Introduction to Statistics Project	29-Apr at 12:30pm
Monday	30-Mar	Unit 12.2 Measures of Central Tendency (Group Quizzes)	
		MML Unit 12.2	1-Apr at 11:59pm
		Unit 12.3 movie (BlackBoard) & eText	1-Apr at 12:30pm
Wednesday	1-Apr	Unit 12.3 Measures of Dispersion (Group Quizzes)	
		MML Unit 12.3	6-Apr at 11:59pm
		Unit 12.4 movies #1 & #2 (BlackBoard) & eText	6-Apr at 12:30pm
Monday	6-Apr	Unit 12.4 The Normal Distribution #1 & #2 (Group Quizzes)	
		MML 12.4 #1	8-Apr at 11:59pm
		Unit 12.5 movie (BlackBoard) & eText	8-Apr at 12:30pm
		Reflective Journal #4 in English	13-Apr at 11:59pm
Wednesday	8-Apr	Work together to develop Statistics Project	
		Unit 12.5 movie (BlackBoard) & eText	13-Apr at 12:30pm
		Statistics Project	29-Apr at 12:30pm
Monday	13-Apr	Unit 12.5 Problem Solving with the Normal Distribution (Group Quizzes)	
		MML 12.5	15-Apr at 11:59pm
		Unit 12.6 movies (MML) & eText	15-Apr at 12:30pm
Wednesday	15-Apr	Unit 12.6 Scatterplots (Group Quizzes)	
		MML 12.6	20-Apr at 11:59pm
		Unit 7.2 movies (MML) & eText	20-Apr at 12:30pm
		Reflective Journal #4 in English (required to post at least two responses)	20-Apr at 11:59pm
Monday	20-Apr	Unit 7.2 Linear Functions and Their Graphs (Group Quizzes)	
		MML 7.2	22-Apr at 11:59pm
		Review Units 12.1-12.6 & 7.2	22-Apr at 12:30pm
Wednesday	22-Apr	REVIEW	
		MML Practice Test #3	27-Apr at 12:30pm

SPRING 2015 SCHEDULE

Day	Date	GSR104 Course Information	Due
Monday	27-Apr	Test #3 STATISTICS & GRAPHS	
		Statistics Project PowerPoint due (for interpreters)	28-Apr at 12:30pm
Wednesday	29-Apr	Statistics Presentation	
		Reflective Journal #5 in ASL or English (required to post at least 2 responses)	4-May at 11:59pm
Monday	4-May	REVIEW	
		MML Practice Final Exam	8-May at 10:30am
Tuesday	5-May	STUDY DAY (no classes)	
Friday	8-May	FINAL EXAM (10:30am to 12:30pm)	

FINAL EXAM: THURSDAY, MAY 8TH, 2015, 10:30AM – 12:30PM

The Final Exam will be comprehensive! This date & time will not be changed!

https://www.gallaudet.edu/registrars_office/academic_calendars/final_exam_schedule.html

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

Reflective Journals

1st 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, and 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
- Length: between 1 and 3 minutes

Introduction of yourself in ASL: Due before Jan 28 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 Feb. 2 at 11:59pm [Total: 5 points: 2 responses]

Adapted from Norman Herr. *Student first-day of school questionnaires*. Northridge, CA: California State University. Retrieved from <http://www.csun.edu/science/ref/management/student-questionnaire/student-questionnaires.html>
Adapted from the Catalan Footprint. *Questionnaire on cultural identity*. Retrieved from

2nd Reflective Journal in English (1-2 pages): Algebra

One of the best ways to learn how to *solve* a word problem in algebra is to *design* word problems of your own. Creating a word problem makes you very aware of precisely how much information is needed to solve the problem. You must also focus on the best way to present information to a reader and on how much information to give. As you write your problem, you gain skills that will help you solve problems created by others.

You should design three different word problems that can be solved using linear equations. All of the problems should be on different topics. For example, you should not have more than one problem on price reduction. You should turn in both the problems and their algebraic solutions.

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.]

2nd Reflective Journal in English due before 9 Feb. at 11:59pm

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

3rd Reflective Journal in ASL (1-3 minutes): *Savings Plan*

Each group of two or three students should have a newspaper with current stock quotations. Choose nine stocks that group members think would make good investments. Imagine that you invest \$10,000 in each of these nine investments. Check the value of your stock each day over the next five weeks and then sell the nine stocks after five weeks. What is the group's profit or loss over the five-week period? Compare this figure with the profit or loss of other groups in your class for this activity.

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

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

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.]

3rd Reflective Journal in ASL due before 11 March. at 11:59pm

At least responses in English/ASL due before 23 March at 11:59pm

4th Reflective Journal in English: Statistics

1. Describe the normal distribution and discuss some of its properties.
2. Describe how to determine the z-score for a data item in a normal distribution. Give an example of both a commonly occurring and an infrequently occurring z-score (Hint: between -3 and 3).
3. Describe whether a scatter plot will show a positive correlation, a negative correlation, or no correlation. If there is a correlation, is it strong, moderate, or weak? Explain your answers.
 - 3.1. Height and weight
 - 3.2. Number of days absent and grade in a course
 - 3.3. Height and grade in a course
 - 3.4. Hours of television watched and grade in a course
 - 3.5. Explain how to use the correlation coefficient for a sample to determine if there is a correlation in the population.

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 in English** (each post contains at least five sentences).

4th Reflective Journal in English due before 13 April at 11:59pm
At least responses in ASL/English due before 20 April at 11:59pm

5th Reflective Journal in ASL (1-3 minutes) or English (at least 500 words): GSR 104 Course Information

Please reflect on GSR 104'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 GSR 104 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, Camtasia Movies and so forth).
3. Did the finance and statistics projects 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)

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

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

5th Reflective Journal in English/ASL due before 4 May at 11:59pm