This course aligns with the mathematical content and mathematical practices recommended in The Mathematical Education of Teachers (Conference Board of the Mathematical Sciences, 2001), Undergraduate Programs and Courses in the Mathematical Sciences (Mathematical Association of America–Committee on the Undergraduate Program in Mathematics, 2004), the Principles and Standards for School Mathematics (National Council of Teachers of Mathematics, 2000), and the Common Core State Standards-Mathematics (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010), and by the ISBE State Requirements.

Course Objectives:
To develop an appreciation of and an interest in mathematics and applications of mathematics;
To develop an understanding of the concepts, processes, algorithms, and applications found in elementary school mathematics;
To develop quantitative and spatial reasoning through mathematical and real-world contexts;
To become confident in abilities to use mathematical knowledge;
To reflect on mathematical experiences and present mathematical ideas using representations and symbols;
To further develop positive dispositions toward mathematics.

Note: This is a mathematics course for teachers. It is not intended to be a course in methods for teaching mathematics.

Note: This course is open for credit only to majors in elementary education, special education, and early childhood education. It does not count for credit toward a major or minor in mathematical sciences.

PRQ: One year of high school algebra and one year of high school geometry.

Required Course Text and Materials:

MATH 201 Course Schedule: The course schedule is a listing of the lessons and assignments for each day. Note: The Final Exam is on Thursday May 7, from 8:00 – 9:50 AM., Location to be announced. Mark it on your calendar today.

Course Requirements:
Attendance, Participation, and Mathematical Disposition. Attendance is an important part of your grade. Your active participation in each class session is vital to your learning as well as to the learning of other students in the class. Your instructor expects you to attend all class meetings and come prepared. You are expected to arrive on time, stay to the end of class, and be in the classroom for the entire session. You are to complete the assignments, study lessons outside of class alone and with others, and bring up questions or insights regarding your assignments. Your instructor expects you to be engaged as an active, collaborative participant during each class session, whether whole-class discussion, collaborative-group activity, or individual reflection is involved. You are expected to adhere to the classroom and testing procedures described by your instructor. If you are unable to attend a particular class session, contact your instructor before class. Excused absences are only those delineated in the NIU Student Handbook. NO makeup quizzes will be given. Makeup exams may be scheduled only for excused absences. It is
your responsibility to contact the instructor before the scheduled date of the exam, unless your absence is due to an emergency situation, to arrange permission for a make-up exam. A maximum of one makeup exam can be scheduled for each student during the semester. Make up exams will be given on the last day of the semester only if you have made prior arrangements with your instructor to take a makeup exam.

Learning mathematics extends beyond learning concepts, procedures, and their applications. It also includes developing a disposition toward mathematics and seeing mathematics as a powerful way for looking at situations. Your instructor will assess your mathematical disposition following the recommendations of Standard 10 in the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics (1989, p. 233):

The assessment of students’ mathematical disposition should seek information about their—
- confidence in using mathematics to solve problems, to communicate ideas, and to reason;
- flexibility in exploring mathematical ideas and trying alternative methods in solving problems;
- willingness to persevere in mathematical tasks;
- interest, curiosity, and inventiveness in doing mathematics;
- inclination to monitor and reflect on their own thinking and performance;
- valuing the application of mathematics to situations arising in other disciplines and everyday experiences;
- appreciation of the role of mathematics in our culture and its value as a tool and as a language.

Computational Assessment. You will take a basic skills test during the third week of the course. The test assesses your knowledge of operations with whole numbers, fractions, decimals, and percent. A minimum score of 70% on this computational assessment is required for a C grade or above in this course. An excellent resource for review is on the course website under Appendix F. A sample quiz (with answers) is on the course web page.

Quizzes. There are 11 weekly quizzes given during the semester. Your best 10 quiz scores will count toward your grade. A quiz is not scheduled for the week in which an exam is scheduled. See the course schedule for the dates of the quizzes.

Exams. There are three 50-minute exams during the semester. They are scheduled in Weeks 4, 8, and 13.

Final Exam. The final exam is comprehensive. You must take the final exam with your fellow classmates at the scheduled time. All sections of this course will take the final exam at the same time. Only the Assistant Chair or Chair of the Department of Mathematical Sciences can waive the date and time of the Departmental Final Exam. The Departmental Final Exam for this course is on Thursday May 7, from 8:00 – 9:50 AM.

Course Evaluation: Points
Computational Assessment* 0
Attendance, Participation, and Mathematical Disposition 50
Quizzes (10 points each) 100
Exams (100 points each) 300
Final Exam 150
Total Points 600

*A minimum score of 70% on the Computational Assessment is required for a C grade or above in this course.

Grading Scale:
A: 540-600 points B: 480-539 points C: 420-479 points D: 360-419 points F: 0-359 points

Note: The last day to withdraw from this course without penalty is Friday, March 6, 2015

Note: Changes and adjustments may be made to this syllabus when judged appropriate by the instructor. Such changes, should they occur, will be announced in class.

General Classroom Etiquette:
- Please set your cell phone to vibrate/mute during class, no text messaging during class, and only use your phone when it is a true emergency.
• No phones, iPods, tablets or other electronic devices can be used for any in-class work including quizzes, exams, and in-class reflections.
• Arrive on time, come prepared for class, stay to the end of class, and be in the classroom for the entire session, unless you have an emergency situation.
• Only students who are registered for this course should attend class sessions.
• Give your attention to the presenters during class, whoever they may be.
• Professional disposition is expected at all times.

Academic Conduct:
Academic honesty and mutual respect (student with student and instructor with student) are expected in this course. Academic misconduct, as defined by the Student Judicial Code, will not be tolerated.

Qualified Students with Disabilities:
Northern Illinois University abides by Section 504 of the Rehabilitation Act of 1973, which mandates reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or exam accommodation, please contact your instructor early in the semester so that the instructor can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Disability Resource Center (DRC), the designated office on campus to provide service and administer exams with accommodations for students with disabilities. The DRC is located on the 4th floor of the NIU Health Services building (815-753-1303).

To keep track of your grade throughout the semester, use the following table.
<table>
<thead>
<tr>
<th>Date</th>
<th>Quiz or Exam</th>
<th>Points You Earned</th>
<th>Points Possible</th>
<th>Percent for This Quiz or Exam</th>
<th>Your Total Points So Far</th>
<th>Total Points Possible</th>
<th>Current Percent in Course</th>
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<td>example</td>
<td>Quiz 1</td>
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<td>90%</td>
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<td>13</td>
<td>20</td>
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