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Text Information: There are two texts used for math 211, 212, and 213. *A Problem Solving Approach to Mathematics for Elementary School Teachers, 11th Ed.* by Billstein, Libeskind, Lott, and *Knowing and Teaching Elementary Mathematics* by Liping Ma.

Calculator: A scientific calculator is highly recommended, and is the only type of calculator allowed on tests. I have had worksheets or portions of tests which prohibit a use of the calculator. The TI-30X IIS is recommended, but many other types are just as good.

Basic course structure: Some possible tools instructors use to evaluate their students:

- Homework problems from the text or ones written by the instructor.
- Written assignments based on readings in Liping Ma's book.
- Midterm exams and a final exam.

Outside of these assignments, instructors have chosen to give worksheets (Dev has used a weekly schedule of these) as well as in-class presentations (I have had students present problems or topics from the text, 5-10 minutes for each student).

Additionally, I have taken attendance and deducted half a point from the student's final grade for each unexcused absence. This helped to convince my students that mandatory attendance is being enforced.

Curriculum: In the past, this course covered Chapters 6 through 10 of the textbook. Here is a rough breakdown of the importance of the different sections:

- It is very important that your students have a strong background in the material in Chapters 5, 6, 7, and 8. It is my understanding that some instructors did not cover negative numbers in math 211 (chapter 5 is about integers). Please be sure to either explicitly cover material in chapter 5 or emphasize it in the form of review when discussing negative rational numbers.
- Additionally, we have found it to be important to cover Liping Ma's chapter 3 about partitive and measurement division when using rational numbers.
- Last year we determined that the topics of probability and statistics were not as important as the numeracy curriculum in the previous chapters. This is the material in chapters 9 and 10. If you find that you have the time, you should consider covering section 9.1 and 9.2 in the probability chapter and section 10.2 and 10.3 about displaying data in the statistics chapter.
- The remaining sections in chapters 9 and 10 can be omitted entirely if you choose. I suspect it may be difficult to cover them adequately due to the abundance of other topics you need to cover.

Grade: The last time I taught this course I used the following weights for each component of the course. The "Other work" category included worksheets, oral presentations, and the written assignments.

Homework	20%
Other work	10%
Midterms	40%
Final Exam	30%

Outside help: The last thing to note is that many students choose to use the free tutoring and help available through the College of Education tutoring services. Your students will NOT be able to get decent help in the Teaching and Learning Center as their tutors have not taken math 211, 212, and 213.