STEM Division

Term: (Fall 2019) 8-Week Course  
Course: MATH-1351-48001  
Course Dates: 10/23/19 – 12/11/19  
Room: C-300

| Instructor: | Prof. Leticia Escobar |
| Phone: | 972-860-7082 |
| Email: | lescoobar@dcccd.edu |
| Office & Office Hours: | G-234  
On Campus: MTWR 2:00 PM – 3:00 PM  
Online: I will be available by email Monday through Friday from 10:00 AM to 10:00 PM. |

| STEM Division: | C-Building, Room 202 | 972-860-7297 |

| Course Drop Date: | Wednesday, 11/27/2019 |
| Certification Date: | Monday, 10/28/2019 |
| Disclaimer: | The instructor reserves the right to amend this syllabus as necessary. |

INSTRUCTOR CONTACT INFORMATION
My preferred method of contact is by email. Please keep in mind that it is against the law (FERPA) for me to discuss grades with you via phone or email. See me in person if you need to discuss your personal academic progress or grades in this course.

CATALOG DESCRIPTION
This course is intended to build or reinforce a foundation in fundamental mathematics concepts and skills. It includes the concepts of geometry, measurement, probability, and statistics with an emphasis on problem solving and critical thinking.

Prerequisite: Math 1314/1414 College Algebra
TEXTBOOK and other COURSE MATERIALS
2. **OPTIONAL - Calculators:** Calculators are allowed in this course for certain activities. A calculator that can signed numbers is recommended. The TI-89, TI-92 or TI-Nspire graphing calculators are NOT allowed on any test.
3. **NEEDED - Manipulatives:** Protractor, ruler and a math compass

STUDENT LEARNING OUTCOMES (SLO)
Upon successful completion of this course, students will:
1. Apply fundamental terms of geometry such as points, lines, and planes to describe two and three dimensional figures.
2. Make and test conjectures about figures and geometric relationships.
3. Use a variety of methods to identify and justify congruency and similarity of geometric objects.
4. Perform geometric transformations.
5. Demonstrate fundamental probability techniques and apply those techniques to solve problems.
6. Explain the use of data collection and statistics as tools to reach reasonable conclusions.
7. Recognize, examine, and utilize the basic principles of describing and presenting data.
8. Perform measurement processes and explain the concept of a unit of measurement.
9. Develop and use formulas for the perimeter, area, and volume for a variety of figures.

GRADING RATIONALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>69 – 60%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Partial Exams</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations and Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</table>

CERTIFICATION PROCEDURES
To be certified as attending this course, you must complete the “Welcome” Discussion Activity by the deadline posted.

HOMEWORK
There is one homework assignment per chapter. These are to be turned in as soon as the material for that chapter is covered. Homework turned in late (one class period after the due date) will not be graded.

PARTIAL EXAMS
Offered one time and is paper & pencil. NO MAKE UPS. Please plan ahead as this exam make up 25% of your average.

FINAL EXAM
Will be given according to the registrar posting date. NO MAKE UP allowed. Earning a zero in the final exam will earned you a failing grade in this course.

PRESENTATIONS AND PROJECTS
Need to be turned in on time or a 10% deduction will be applied. No projects will be accepted a week (ONE week) after they are due. A grade of zero will be assigned to projects that are more than a week late.

DISCUSSION ACTIVITIES
One of the most important aspects of this course is the interaction between you and your fellow learners. There are several discussion board activities and they need to be completed once we have finished with the corresponding chapter. This course requires group interaction purposes and some of these interactions are through discussions activities. These postings need to be completed on or before the due date to get full credit. All discussion board activities are due before midnight (11:59 PM) by the deadline posted on eCampus. The due dates are located in the course calendar. Please make certain that your posts are well written, grammatically correct, and informative. Always make sure you have completed all the objectives posted in each discussion board activity.

ATTENDANCE POLICY
You are expected to attend regularly all classes in which you enroll. You have the responsibility to attend class and to consult with the instructor when an absence occurs. If a student is unable to complete a course (or courses) in which he/she is registered,
it is the responsibility of the student to withdraw from the course by the appropriate date. (The date is published in the academic
calendar each year and in each semester’s class schedule). If a student does not withdraw, he/she will receive a performance grade,
usually a grade of "F". Attendance will be taken each class period. It is the student’s obligation to find out what was
missed and what needs to be done after an absence. If there is no contact from a student regarding an absence initiated
within a week after the absence, the student will receive a zero on any material that was missed.
(2015-2016, Eastfield College, Dallas County Community Colleges Catalog)

ADDITIONAL RESOURCES
The Math Tutoring Center provides FREE TUTORING to current Eastfield College students enrolled in a Mathematics or
Developmental Mathematics course. Students are encouraged to take advantage of this free resource for additional help in their
course work. Please visit the Math Tutoring Center located in the Learning Commons in L200, check
eastfieldcollege.edu/tutoring, or call 972-860-7174 for more information.

INSTITUTIONAL POLICY AND SERVICES:
Institutional Policies relating to this course can be accessed from the following link:

STANDARD OF CONDUCT / CLASSROOM ETIQUETTE
No food, drinks or tobacco products are allowed in Eastfield College classrooms. However; if your class is in a non-lab classroom your
instructor may allow for food or drink. Electronic Devices including, but not limited to cell phones of all types, papers, calculators, PDA’s,
imaging devices, two-way radios, CD players, DVD players, IPods, and all other related devices must be stored out of sight and turned
off while in the classroom. Violation of this rule may include a grade of “F” in the course and/or expulsion from the class. Please adhere to
instructor’s instructions.

NETIQUETTE EXPECTATIONS
Tips about Sending Emails/Messages/Postings
• Don't type in upper case. Today, many people consider typing in uppercase to be shouting.
• Use courtesy when forwarding or sending information you received from someone else. It is always a good idea to receive the originators
  permission or to alert them you are sending the message to someone else. Do not link to outside sites unless the assignment asks you to do so and
  it is subject-related.
• Many people have given proxy rights to other staff members to read their email/posting. Your private message may become open
  information to someone you didn't intend (such as minors enrolled in a class).
• Being a public institution, our e-mails are subject to review by anyone who requests access via legal documented procedures. We are required
  to backup email on District servers so e-mails are available for a very long period of time.
• Best choice, if you cannot shout your message on the 5 o'clock news, don't put that message on email/posting or voice-mail.
• When replying to a message, always include the sender’s message. The sender may have sent several messages and needs a helpful link about
  what you are replying.
• Make sure that the "subject" field of your email/posted message is meaningful. When you use the "reply" option, ensure that the subject field
  (automatically filled in for you) still accurately reflects the content of your message.

Tips about how to convey emotions [or computer body language] in Email/Postings:
• Email/postings lack the cues and clues that convey the sense in which what you say is to be taken, and you can easily convey the wrong
  impression. If you meant something in jest, use a "smiley" [ :-) ] or the words in brackets to convey that you are trying to be humorous or light-
  hearted.
• It is even more important to be more professional and courteous in an email/posting than in face to face conversations, as the person receiving the
  email/posting will not have the added signals of body language, vocal tone and vocal inflections to guide them in interpreting your meaning.

Suggestions for the smart use of your work email/postings:
• Use email only for communicating business-related information or for positive feedback to someone.
• Never use email for criticizing persons or their work.
• Do not use email to present your arguments or opinion about colleagues, students or work environment.
• Do not post messages that may be offensive to others; do not refer to personal homepages; your messages need to be course-related without
  offensive material especially in a message that goes to the entire class.
• Remember email messages/postings may be viewed by classmates or even minor children; so do not post offensive material or material
  that might be considered offensive by minors, other adults, or parents.
• Never use email/postings to communicate if you are angry or frustrated with a person.

TSI Advice
Achieving college readiness will usually mean completing the prerequisite courses for college level mathematics such as College Algebra. Meeting this standard
could mean completing the DMAT sequence from your starting point through DMAT 0310.

TEXAS SUCCESS INITIATIVE (TSI)
The policies and procedures regarding the TSI are made by the Texas Higher Education Coordinating Board, which is the state agency responsible for
administering the law. These policies are published by the THECB. On the Eastfield campus, your best sources of information about TSI are:
1) The Eastfield Advising Center, (972) 860-7106, or
2) The Eastfield Testing and Assessment Center, (972) 860-7011
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1314, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office.

**COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Sections</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>Ch. 9</td>
<td>9.1 – 9.5 (All sections)</td>
<td>Probability</td>
</tr>
<tr>
<td>Ch. 10</td>
<td>10.1 – 10.5 (All sections)</td>
<td>Data Analysis/Statistics: An Introduction</td>
</tr>
<tr>
<td>Ch. 11</td>
<td>11.1 – 11.4 (All sections)</td>
<td>Introductory Geometry</td>
</tr>
<tr>
<td>Ch. 12</td>
<td>12.1 – 12.4 (All sections)</td>
<td>Congruence, and Similarity with Constructions</td>
</tr>
<tr>
<td>Ch. 13</td>
<td>13.1, 13.2, 13.4</td>
<td>Congruence and Similarity with Transformations</td>
</tr>
<tr>
<td>Ch. 14</td>
<td>14.1 – 14.5 (All sections)</td>
<td>Area, Pythagorean Theorem, and Volume</td>
</tr>
</tbody>
</table>

The purpose of this course is to prepare you to be a teacher. This means that you need to be EXPERT over the material that you will teach. All material will be covered IN-DEPTH. This means that just giving an answer, as a solution will not be sufficient. Explaining how and why is important to being able to teach mathematics. We will be learning objectives using a variety of methods. You will be required to know more than one way of doing and teaching problems in many instances.

**SYLLABUS REVISION**

The guideline in this syllabus may be changed, deleted, or amended any time by the instructor. The attached course outline is intended as an aid in helping you know your responsibilities for the semester. It is possible that some changes in the course outline or class policies will be made during the semester. Any changes that are made to the class policies or course outline will be announced in class.

Revised 10/21/19
## MATH 1351 – Mathematics for Teachers - II
### Fall 2019 – Tentative Schedule

This calendar provides you with provisional due dates. All official due dates are posted in My Math Lab. If you have any questions, please contact your instructor.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>SECTIONS</th>
<th>ACTIVITIES</th>
<th>IMPORTANT INFO</th>
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</table>
| 1    | Review Syllabus  
Section 9-1: How Probabilities Are Determined | Simulation Activities | Complete WELCOME DISCUSSION (10/27/19) |
|      | Section 9-2: Multistage Experiments with Tree Diagrams and Geometric Probabilities  
Section 9-3: Using Simulations in Probability | | Hand Out TEKS Assignment |
|      | Section 9-4: Odds, Conditional Probability, and Expected Value  
Section 9-5: Using Permutations and Combinations in Probability | Permutation & Combination Activity | |
| 2    | Section 10-1: Designing Experiments/Collecting Data  
Section 10-2: Displaying Data: Part I  
Section 10-3: Displaying Data: Part II | M&M Activity  
HOMEWORK – 9 DUE | Hand out Review Partial 1 |
|      | Section 10-4: Measures of Central Tendency and Variation  
Section 10-5: Abuses of Statistics | Mean, Median and Mode Activity | Discussion Activity 1 – DUE  
Find/Present/Explain a misleading statistic |
| 3    | Section 11-1: Basic Notions  
Section 11-2: Linear Measure | HOMEWORK – 10 DUE | TEKS Assignment - DUE  
Hand Out Journal Assignment |
|      | Section 11-3: Curves, Polygons, and Symmetry  
Section 11-4: More about Angles | | |
| 4    | Section 12-1: Congruence through Constructions  
Section 12-2: Additional Congruence Properties | Construction Activities  
HOMEWORK – 11 DUE | Hand out Partial 2 |
| 5    | Section 12-3: Additional Constructions  
Section 12-4: Similar Triangles and Other Similar Figures | HOMEWORK – 12 DUE | |
| 6    | Section 13-1: Translations and Rotations  
Section 13-2: Reflections and Glide Reflections  
Section 13-4: Tessellations of the Plane | Isometries Activity  
Tessellation Activity | Journal Assignment - DUE  
Hand out Review Final |
| 7    | Section 14-1: Areas of Polygons and Circles  
Section 14-2: The Pythagorean Theorem, Distance Formula, and Equation of a Circle | HOMEWORK – 13 DUE | Discussion Activity 2 – DUE  
Level of Van Hiele's Theory |
|      | Section 14-3: Geometry in Three Dimensions  
Section 14-4: Surface Areas  
Section 14-5: Volume, Mass, and Temperature | Tangram Activity | |
| 8    | HOMEWORK – 14 DUE / Present Mini Lesson (Monday, 12/09/19) | Final Exam – Wednesday, 12/11/19 | |

**CALENDAR REVISION:** The instructor or the Math Department reserves the right to change, delete, or amend the calendar at any time. Any changes that are made to the class policies or course outline will be announced in class.