MATH 5000, FALL 2017

I. BASIC INFORMATION

Instructor: Professor John Quintanilla

Office: Hickory Hall, Room 256-E. Occasionally, I can be found in GAB, Room 418D.

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Office Hours: MW 10-12, or by appointment.

II. COURSE OUTLINE

What follows is a tentative outline of the major events and topics that you can expect over the course of this semester.

A. The Week of August 21–25, 2017: Math 5000 will meet once during the week immediately preceding the beginning of the fall semester. Before you begin classes, there are things you need to know, and the time to discuss this is before you have met with your students. We will meet as a class

- Friday, August 25, 1:30 p.m. to 3:00 p.m., in GAB 438.

B. Beginning on August 28, class will meet on Mondays and Wednesdays from 2:00 p.m. to 3:30 p.m. in Auditorium Building Room 202.

C. During the second, third, and fourth weeks of the semester (September 4–25): Each student will be expected to attend one of the designated Demo Classes at least two times. Your attendance of these two meetings constitutes 10% of your final grade. The specifics of this policy are explained below (see V.F).

D. Beginning of the fourth week of the semester: I will commence visiting your classes. For those of you serving as either a TA or TF, you can expect an unannounced visit from me at some point between week 4 and week 10 of the semester. My goal will be to get this done sooner rather than later.

E. Each student will deliver, during class time at least two (2) presentations. At least one of these presentations will be videotaped and the lecturer will have the opportunity to view the tape and discuss the relevant observations. This is described later in the syllabus (see V.B below). Students will also be expected to prepare a written lesson plan for each mini-lecture, and such plans will be turned in to me at the conclusion of the lecture (see V.C.1 below).

F. Interspersed between your presentations, I will conduct seminars on various topics that are integral to high quality instruction. Some of the possible topics are (not necessarily in the order of presentation):

1. Course planning (syllabus preparation).
2. Lesson planning and the writing of lectures.
3. The writing of examinations and quizzes.
4. Lecturing and problem solving. This includes basic delivery skills and the elements of effective teaching.
5. Grading and assessment.
6. Classroom management; establishing healthy classroom dynamics and dealing with potential classroom problems.
7. Learning styles, and methods of addressing these differences.
8. Cooperative learning techniques.
9. The teacher–student relationship; establishing boundaries and balancing your role as a graduate student and instructor.

G. Time will also be available to discuss specific teaching issues that will present themselves to you during the course of the semester.

H. You should understand that my objective in this class is not to force you to teach like me. It is, rather, to give you training, support, encouragement and help as you begin the process of establishing yourselves as effective teachers.

III. RESPONSIBILITIES OF INSTRUCTOR

You should be aware that you can expect the following of me during this semester:

A. You can expect me to begin class on time. If I anticipate a day on which I may be late, I will notify you beforehand.
B. You can expect me to end class on time.
C. You can expect me to be prepared for class.
D. You can expect me to be fair.
E. You can expect me to be honest about any mistakes that I make, and to correct them as soon as I am made aware of them.
F. You can expect me to be available to discuss teaching issues with you outside of class. I want to make myself available for discussing issues that will come up for each of you during the semester.

IV. STUDENT RESPONSIBILITIES

A. Attendance is mandatory (see V.A below). The value of this class depends primarily on each of you individually. Your willingness to actively participate in the various activities is crucial to the overall quality and effectiveness of this course.
B. I expect you to be in class on time. Class will begin at 2:00 p.m. I will start class according to the University computer network time — which is essentially NIST time. Note that the university clock tower is not in sync with the “official time.”
V. Grading Policy

This class is worth 3 graduate hours and you will be assigned a letter grade for your performance herein. What follows are the components from which your grade will be determined, as well as the relative value of each in terms of percentage:

General Attendance and Punctuality .................................................. (see below)
Classroom Presentations ................................................................. 40 %
Written Assignments ................................................................. 25 %
In-class Participation ................................................................. 15 %
Final Project and Survey ................................................................. 10 %
Attendance of “Demo Classes” ......................................................... 10 %

What follows is a description of what you can expect regarding each of the above.

A. General Attendance and Punctuality:

1. Attendance. Your consistent punctual attendance of our normally scheduled class meetings is crucial to this course. This expectation is absolutely non-negotiable. The following are the policies related to attendance.
   (a) Class will not meet on Wednesday, November 22 (the day before Thanksgiving).
   (b) During the last week of class (dead week) attendance of Math 5000 will be OPTIONAL (no kidding).
   (c) With the exception of the last week of class and the day before Thanksgiving (described immediately above), all students officially enrolled in Math 5000 are required to attend all normally scheduled class meetings of Math 5000.
   (d) I will begin monitoring attendance on Monday, August 28.
   (e) Attendance at the final exam is mandatory. The final is scheduled for Wednesday, December 15 from 1:30 p.m. to 3:30 p.m. At that time you will turn in your “final project” and complete a short survey that deals with your first semester teaching experiences.

2. Punctuality: Students are expected to be in class, ready to begin at 3:30 pm.
   The effect of non-attendance/tardiness can be profound. Students will be permitted a maximum of two (2) unexcused occurrences of non-attendance and/or tardiness. For each absence thereafter, the final percentage will be reduced by six percent (6%).
   For each tardy thereafter, the final percentage will be reduced by one percent (1%) for each minute or portion thereof that said student is late, up to a maximum of six percent (6%).
B. *Mini lectures and presentations:* As previously mentioned, each student will give at least 2 in-class presentations. One will be a mock “problem solving session” and the other will be a mini-lecture. If time permits, I will work in additional presentations. I intend to videotape the mini-lecture. I may also videotape the problem solving session. Every member of the class is expected to be present on the days in which presentations are given. Your participation, both as a lecturer and as a member of the audience is absolutely essential. The members of the audience will often be asked to give input regarding what they have seen, both written and oral. The mini-lectures and presentations are the fulcrum of the course. It is essential that you be thoroughly prepared for each required presentation.

C. *Written assignments:* There will be a number of written assignments over the course of the semester. Although not meant to be exhaustive, some examples of written assignments are as follows.

1. **Lesson plans:**
   
   (a) I will ask you on at least one occasion, to prepare a sample lesson plan (lecture) over a specific topic.
   
   (b) Each student will be expected to prepare a written lesson plan for each mini lecture that he/she presents. Each such lesson plan will be turned in immediately following the presentation.

2. **Grade Report:** On at least one occasion, I intend to divide the class into groups and supply each group with the grade information from a class. Each group will be expected to produce grade “cut-offs,” carefully identify those students on the borderline, and identify any students whose performance might require special consideration.

All written assignments (including the final project — see V.E below) must be carefully prepared. My specific expectations in this regard are as follows:

(a) I will not accept late assignments. This includes the philosophy of teaching document.

(b) I will let you know the specifics of when a given assignment is due on a case by case basis.

(c) I expect the assignments that you turn in to be written up carefully and neatly. I will not accept any assignment that I judge to be messy.

(d) I will not accept multiple page documents which are not stapled, taped, clipped, or attached by some other device. The time honored *fold and tear* methods (A.K.A. “dog eared”) (and variations thereof) are not acceptable and written assignments so presented will not be accepted.

D. *In-class Participation:* As I have stated throughout this document, your participation in this class is essential. Often I will introduce topics and issues, after which we will discuss them as a group. I expect that much of class time will more closely model the “seminar” format. In particular, the facility with which we are able to cover material will depend on your active participation.
E. **Final Project and Survey** Each student will be expected to turn in a final project. The final project will involve your production of a document that carefully and thoughtfully describes your philosophy of teaching. In addition, on the date and time of our final, I you will be expected to fill out a very brief survey (it should require no more than 15 minutes of your time). What follows is a complete description of the expectations.

1. Your teaching philosophy document will be due in class, December 15 at 1:30 p.m. sharp. This is the beginning of the scheduled time period for our “final exam.”
2. Your philosophy of teaching document must be typed. It must be double-spaced in a 12 point font that I can read.
3. This document can be, at most, three typed pages (subject to the above constraints).

F. **Attendance of “Demo” Classes**: During the two weeks beginning Monday, September 4 and ending Friday, September 22, every member of Math 5000 will be expected to attend one or more Demonstration Classes at least two (2) times.

I will hand out a sheet with the names and schedules of the demonstration class instructors during the first week of class.

As with the general attendance and tardiness policy above, I expect you to be on-time to the meetings that you attend. You need to attend lectures from at least two (2) different instructors. The instructions for this assignment will be handed out during the first week.

VI. **Student Evaluations**

Near the end of the semester, you will receive an e-mail encourage you to complete the SETE (Student Evaluation of Teaching Effectiveness). I am very interested in the feedback I get from students, as I work to continually improve my teaching. In addition, the University leadership considers the evaluation process to be an important part of your participation in this class.

VII. **Special Notes**

A. The grade of “I” is designed for students who are unable to to complete work in a course but who are currently passing the course. The guidelines are clearly spelled out in the Student Handbook.

B. Remember, attendance will not be required during “dead week.”

C. In compliance with the *Americans with Disabilities Act*, I mention the following:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is
verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.
An Introduction To The TA/TF Training Course

There are a number of issues that you should be aware of from the beginning.

1. According the University Policies 15.1.27 and 15.1.28, formalized training and supervision of all TAs/TFs is required of each department.

2. This course will almost certainly be the only formal, area-specific, teacher training that you receive during your mathematics career. This includes those of you who will go on to teach at universities, colleges, and junior colleges.

3. With the exception of the information from the student evaluation forms, the input that you receive over the course of this semester (regarding your actual classroom performance) will, in all likelihood, be all that you get during your time here at UNT.

4. This course represents a unique opportunity for training and preparation. I am certain that this course will be more complete and rigorous than what is available at most institutions. In point of fact, most of our (UNT’s) peer institutions offer effectively no TF training nor supervision. In the best of such programs there may be an intensive two day seminar, after which the incoming TF is handed the book with a smile and a salutation.

5. By your faithful and energetic participation in this course, you can expect to be distinguished from graduate students attending most universities. This is something that you will be able to write on your vita or resume.

6. Note also that many teaching colleges are most interested not in your research background, but rather in the extent to which you have been formally prepared for your instructional duties. If and when the time comes for you to apply for an academic position, your instructor from this course will be able to write a careful and specific letter of recommendation for you that addresses your training and performance while at UNT.

For those of you who intend to pursue a Master’s degree and do not expect to teach mathematics at any level, there is an obvious question: “How will this benefit me?” Here is a partial answer:

1. Throughout this course you will have the opportunity to develop skills that will help you be better prepared for the exercising of your instructional duties. Needless to say, the better you are prepared for these duties, the less time you will have to spend organizing and discovering, whence the more time you will have to devote to your studies.

2. Each of you will be teaching your own class, serving as a recitation instructor for a faculty lecturer, or serving as a grader. In any case, you will be directly involved in the instructional activities of this university. People will have paid good money for your services. It is incumbent on the Department of Mathematics to guarantee that you are adequately prepared for these important duties.
3. Even those of you who intend to pursue employment in a non-academic field will, at some point, be called upon to give a presentation, train a new employee, give a briefing, or conduct some other “instructional duty.” You will find that the preparation of a short presentation requires considerable thought and organization. Basically, a short talk can (and should) be thought of as a “micro lecture” or “mini class.” Those persons who are well acquainted with the elements that make for effective teaching will have a distinct advantage when it comes to the performance of these duties.
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<th>Week Before Classes</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Presentation Skills Classroom management Part I</td>
<td>Presentation Skills Classroom management Part II</td>
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<td>Preliminary Material</td>
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<td>Week 2</td>
<td>Exams and Quizzes Part I</td>
<td>Exams and Quizzes Part II</td>
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<td>Week 3</td>
<td>Exams and Quizzes (finish) Quiz grading assignment Lecture Planning part I</td>
<td>Lecture Planning Part II</td>
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<td>Week 4</td>
<td>Lecture Planning Part III</td>
<td>Lecture Planning (finish) discuss lesson plan exercise</td>
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<td>Week 5</td>
<td>Problem Solving Sessions</td>
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<td>Week 6</td>
<td>International Student Issues (Guest Speaker) Problem solving Sessions</td>
<td>Problem Solving Sessions</td>
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<td>Week 7</td>
<td>Final Exam and Final Grades Part I</td>
<td>Final Exam and Final Grades Part II (grading assignment)</td>
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<td>Week 8</td>
<td>Discuss Grading Assignment Mini lecture prep</td>
<td>Mini Lecture Taping</td>
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<td>Week 9</td>
<td>Mini Lecture Taping</td>
<td>Mini Lecture Taping</td>
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<td>Week 10</td>
<td>Mini Lecture Taping, Begin Viewing</td>
<td>Mini Lecture Viewing</td>
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<td>Week 11</td>
<td>Mini Lecture Viewing</td>
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<td>Week 12</td>
<td>Mini Lecture Viewing</td>
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<td>Week 13</td>
<td>Mini Lecture Summary</td>
<td>no meeting (Thanksgiving)</td>
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<td>Week 14</td>
<td>Optional Meeting</td>
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<td>Week 15 (dead week)</td>
<td>Optional Meeting</td>
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<tr>
<td>FINALS WEEK</td>
<td>Teaching Philosophy Due 12/11/17 3:30 pm</td>
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