

EDUC 1016 Mathematics for Educators, Fall 2024

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Class Meetings: No Required Class Time; Online Asynchronous through Canvas
Virtual Student Drop-in Hours: Schedule a Zoom or phone meeting by email

Welcome to EDUC1016! This semester we will explore mathematical concepts as math students and future teachers. We will focus less on “getting it right” and more on strategies, thinking, and problem-solving. We will consider how to take these “habits of mind” to our future classroom - no matter the content!

A little more about your instructor! I am looking forward to getting to know each of you this semester. Outside of math, I love hiking, traveling, and reading fiction. Though I used to live in Philadelphia, since 2018, I have been traveling full-time in an RV with my husband and our two dogs.


About our virtual classroom! As your instructor, I am committed to creating a virtual classroom environment that welcomes all students. I am here to support you in any way. Please email me to schedule a virtual drop-in meeting - to connect, share more about yourself, receive assistance, or anything else. You are not alone this semester! I believe that every student can succeed in mathematics and that there is no such thing as a "math person."






Quick Snapshot of Information to Get Started



- **Purchase Text:** Mathematics for Elementary Teachers with Activities, 6th Edition, by Sybilla Beckmann ISBN-13: 9780137423491 (*eText Pearson+ \$10.99/month, previous editions okay too*)
- **Resources for math support:** I want you to feel supported and successful in this class. You can [sign up for free tutoring in the Success Center](#), and whenever you need help with a problem, you can email me with any questions. We can also set up a virtual Zoom or phone call for support if you'd like. Advocate for your needs!
- **Resources for tech support:** I wish I could help with everything, but I leave technical issues to professionals. Contact TU Tech Support online through [TUHelp](#). You can also solve Canvas-related issues by clicking “chat” on the left side of your Canvas screen.
- **Overview of graded assignments:** participation (4%), skill checks (8%), discussion board posts and replies (30%), independent chapter assignments (45%), and final (13%).
- **Due dates and planning your time:** Use the [Schedule and Due Dates table](#) in the syllabus or document on Canvas. It contains every due date for the semester.

Table of Contents

WOAH! This syllabus is long. I mean, even the table of contents is more than a page? I know.

- Use the Table of Contents to help you navigate the entire syllabus - it contains important details, policies, and tips for success this semester.
- If you're not sure where to start, begin by reviewing the topics with a  (key image).

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Important Information About The Semester

How This Course Will Be Taught

There are no required online meeting times scheduled for this class. All recorded lecture videos are available for you to view on Canvas.

As you watch these videos, imagine you are in a physical classroom.

- Turn your phones on silent and set aside time to focus on the material
- Complete each example and practice problems with me. Use the provided slide PDFs to help you take notes.
- Pause the video often and replay certain sections as needed. You can also slow down the playback speed if I am talking too fast.
- You can raise your hand (ask for clarification or help) by emailing me any questions you have!

There will be zero tolerance for explicit language, microaggressions, racist remarks, actions, or behavior in this course. It is imperative that every student in this classroom feels safe, heard, and respected. I encourage you to let me know if there are any areas of improvement for this syllabus, my policies, or this course to make this classroom more equitable.

How I Will Interact With You in Canvas

- I created all lecture videos to mirror an experience as if we were in a regular classroom.
- I will provide detailed feedback on all assignments and you can view this feedback on Canvas.
- I am always available by email for additional support - please email me at mollykpooler@temple.edu or through the “inbox” tool in Canvas.

How to Contact Me (and please do!)

I value an interactive and personal learning environment, and I want to make sure you know that you're not alone in the course.

Please email me at mollykpooler@temple.edu with questions, concerns, or just to dig deeper into that week's material.

- I typically respond to emails within 24 hours, Monday through Thursday.
- I believe in work-life balance for all of us, so I typically do not respond to any emails received on Friday or over the weekend.
- I am not ignoring you! I promise I will get back to you as soon as I am online and available. I do encourage you to email me whenever you need assistance - but note that I might not reply as quickly Friday-Sunday.

You are welcome to text or call (517-614-9095), but the best method to reach me is through email. Please respect my time and do not text or call multiple times. I promise to get back to you regarding your concern by email, text, or call when I return to the office.

Tips for Success This Semester

I want you to be successful in this course!

1. Log in to Canvas at least three times per week to complete your work.
2. Use the Canvas Calendar and [Course Schedule and Due Dates](#) to create alerts on your phone or your computer for due dates or anything else you think you might forget!
3. Set up your [Notifications in Canvas](#) (you can [receive notifications via text](#)) so you don't miss any important announcements!
4. Create a schedule and routine as if we met live.
 - Schedule at least 2 days a week that total approximately 5-7 hours on this course each week.
 - If we met in person, you would have 4 in-person contact hours of learning (videos) and at least 4 hours of outside-of-class work (Skill Checks, Discussion Boards, and Assignments).
5. If you miss a deadline, feel overwhelmed, or need any support, please email me so I can help you find a system or routine that works best for you!

There is a temptation to think components of your online work need not be taken as urgently as activities for in-person classes. The problem is that your online assignments pile up, and you fall behind. I am here to support you, so please email me at mollykpooler@temple.edu so that we can work together to create a plan for your success!

Accessibility

If you anticipate or experience academic barriers to learning, please talk to me so that we can work together to make this learning experience as accessible as possible. If you need to request accommodations based on a disability, please contact Disability Resources and Services (DRS) located in the Howard Gittis Student Center South, 4th Floor at drs@temple.edu or 215-204-1280. Any accommodations approved through DRS will be honored in this course.

EDUC1016 Frequently Asked Questions (FAQ)

Q: What materials are required for the course?

- **Purchase** | Mathematics for Elementary Teachers with Activities, 6th Edition, by Sybilla Beckmann (etext for \$10.99/month ISBN-13: 9780137423491)
- **Free Online** | MyOpenMath software, free scanner app, graphing paper, calculator, ruler (digital okay), and Chrome web browser

Read more in the syllabus: [required materials](#) and [recommended materials](#).

Q: Do I have to purchase MyOpenMath for the Skill Checks?

This is free software, no purchase is required for this class besides the textbook. However, because this is a free source, sometimes it can be glitchy. If you think there is an error, email me and I can help you solve it!

Q: How do I know when something is due?

Use the [Course Schedule and Due Dates](#), my Monday announcements ([be sure your Canvas notifications are turned on!](#)), and Canvas alerts to help you follow the schedule.

Q: Can I turn in assignments late?

Please turn in work on time, it can be really easy to fall behind and have work pile up. However, I understand that things come up and that we all have needs outside of the classroom.

- You may submit most assignments up to 3 days late without penalty or requesting an extension. The only exceptions to this are assignments due after 11/24.
- If you need more than 3 days on an assignment or you've fallen behind in the course, please email me. It is possible that these late assignments will not result in point deduction but we must communicate and create a plan together.
 - Late work submitted more than 3 days late, without communicating with me, may result in a point deduction or zero.
- Due to short grading windows and time restrictions at the end of the semester, no late work can be considered after 11/24. Please email me if you think special circumstances may apply.
- I respect your privacy; you never need to tell me why an assignment is late or will be late, but I do want you to email me to stay accountable and get any support needed.

Read more in the syllabus: [late work policy](#)

Q: Which assignments can I work on with a tutor or classmate? Which assignments have to be completed alone (without the internet)?

- Please work alone on your chapter and final assignments. There is a temptation to ask a friend for help rather than turn in something that feels imperfect. Please resist this temptation! You can revise work for credit so please do your best independently so you can learn from your mistakes.
 - If you choose to *revise* your chapter assignments, you can work with me, a tutor, or a classmate (but you'll describe who you worked with in the revision explanation).
- You can work with a tutor or classmate on Skill Check problems and Discussion Boards (but your responses should *not* be identical). Read more in the syllabus: [academic honesty policy](#)

Q: I don't like my grade on an assignment - can I revise it for credit?

Yes! You can revise every assignment except Chapter 15 and the final assignment. There are details in the syllabus and you can always email me for clarification or help.

Read more in the syllabus: [revisions policy and procedures](#)

Q: How do I participate in the Participation Padlets?

- Access the assignment through Canvas. Read the topic instructions and then record your video!
- Be sure to type into the assignment field to acknowledge you posted - Padlet does not automatically tell me when you posted.

Read more in the syllabus: [participation](#)

Q: How do I participate in the Discussion Boards?

- **Type** any explanations and reflections (for accessibility reasons). Any photos of work need to be **embedded**, not attached. Read the tutorial in the syllabus. Label and organize your work.
- Replies should focus on the math and extension questions - not just encouraging your classmates.

Read more in the syllabus: [discussion boards](#)

Q: How do I complete the chapter assignments?

- You must work alone - I want to know what *you* know!
- You can use classroom resources but not the internet or AI.
- Upload all of your work as a single PDF using a free scanner app (see syllabus for suggestions).
- Try every problem - leave nothing blank - and show all of your work!
- Sign the honesty statement or write it on the top of your assignment.

Read more in the syllabus: [chapter assignments and final assignment](#)

Q: Who can help with tech issues like embedding photos, etc?

I wish I could help with everything but I leave technical issues to professionals. Contact **TU Tech Support** online: [TUHelp \(http://tuhelp.temple.edu\)](http://tuhelp.temple.edu), or by phone 215-204-6227. Contact **Canvas** by using the left side for the "chat" feature.

Q: Help! I am having difficulty with a problem! What do I do?

- Get quick(ish) assistance by emailing me a picture of the problem and your work.
- Schedule a phone call or Zoom meeting with me by emailing me.
- Sign up for one-time or regular tutoring at the [success center](#)

Read more in the syllabus: [how to get help this semester](#)

Q: I emailed you Saturday - why are you ignoring me?

I'm not! I am offline from Friday afternoons through Sunday but will always get back to you when I am back online on Mondays.

Read more in the syllabus: [how to contact me \(and please do!\)](#)

Q: Why is there so much work?

A four-credit class is no joke! I have done my best to space out our content and assignments and should you need any support in time management or have any suggestions, please reach out!

Read more in the syllabus: [tips for success this semester](#)

Course Schedule and Due Dates

Each week follows a similar pattern and note that all work can be completed *before* due dates:

- **Monday - Thursday**
 - Watch lecture videos, begin work for the week
- **Thursdays**
 - MyOpenMath Skill Checks due
 - Post for Discussion Boards due
 - Participation due
 - Chapter Assignments due
- **Fridays**
 - One reply to Discussion Boards due

Course Schedule and Due Dates

This schedule below is tentative and subject to change

Week	Topics	Assignments and Assessments	Schedule and Due Dates
Week 1 (8/26 -9/1*)	More about you, me, and this course! ● Khan Academy Growth Mindset Module	Introduction ● Post ● One reply Syllabus Quiz Growth Mindset Reflection	Monday - Thursday ● <i>Read the syllabus</i> ● <i>Complete the Growth Mindset modules linked on Canvas</i> Thursday ● Introduction due ● Growth Mindset Reflection due ● Syllabus Quiz due Begin watching Week 2 videos
Week 2 (9/2*-9/8)	Chapter 9: Algebraic Foundations ● 9.1 Numerical Expressions ● 9.2 Expressions with Variables ● 9.3 Equations	MyOpenMath Problems ● Skill Check 1	Monday Tuesday - Thursday ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday ● Skill Check 1 due

Week	Topics	Assignments and Assessments	Schedule and Due Dates
Week 3 (9/9-9/15)	Chapter 9: Algebraic Foundations <ul style="list-style-type: none"> ● 9.4 Word Problems ● 9.6 Functions ● 9.7 Linear and Other Relationships 	Discussion Board 1 <ul style="list-style-type: none"> ● Post ● One reply 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Post for Discussion Board 1 Friday <ul style="list-style-type: none"> ● One reply to Discussion Post 1
Week 4 (9/16-9/22)	Chapter 10: Geometry <ul style="list-style-type: none"> ● 10.1 Lines and Angles ● 10.3 Circles and Spheres ● 10.4 Triangles, Quadrilaterals, and Other Polygons 	MyOpenMath Problems <ul style="list-style-type: none"> ● Skill Check 2 Participation <ul style="list-style-type: none"> ● Canvas Exit Ticket 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Skill Check 2 due ● Canvas Exit Ticket due
Week 5 (9/23-9/29)	Chapter 11: Measurement <ul style="list-style-type: none"> ● 11.1 Concepts of Measurement ● 11.2 Length, Area, Volume, and Dimension 	Discussion Board 2 <ul style="list-style-type: none"> ● Post ● One reply 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Post for Discussion Board 2 Friday <ul style="list-style-type: none"> ● One reply to Discussion Post 2
Week 6 (9/30-10/6)	Chapters 9, 10 and 11	Independent Written Assignment <ul style="list-style-type: none"> ● Chapters 9 - 11 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Work on your assignment!</i> Thursday <ul style="list-style-type: none"> ● Chapter 9 - 11 Assignment due

Week	Topics	Assignments and Assessments	Schedule and Due Dates
Week 7 (10/7-10/13)	Chapter 12: Area of Shapes <ul style="list-style-type: none"> ● 12.1 Areas of Rectangles ● 12.2 Principles About Area ● 12.3 Areas of Triangles ● 12.4 Areas of Parallelograms and Other Polygons 	MyOpenMath Problems <ul style="list-style-type: none"> ● Skill Check 3 Participation <ul style="list-style-type: none"> ● Post 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Skill Check 3 due ● Participation due
Week 8 (10/14-10/20)	Chapter 12: Area of Shapes <ul style="list-style-type: none"> ● 12.6 Areas and Circumference of Circles and Pi ● 12.8 Contrasting and Relating Perimeter ● 12.9 Pythagorean Theorem 	Discussion Board 3 <ul style="list-style-type: none"> ● Post ● One reply 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Post for Discussion Board 3 Friday <ul style="list-style-type: none"> ● One reply to Discussion 3
Week 9 (10/21-10/27)	Chapter 13: Solid Shapes and Their Volume and Surface Area <ul style="list-style-type: none"> ● 13.1 Polyhedra ● 13.2 Patterns and Surface Area ● 13.3 Volume of Solid Shapes 	MyOpenMath Problems <ul style="list-style-type: none"> ● Skill Check 4 Participation <ul style="list-style-type: none"> ● Canvas Exit Ticket 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Skill Check 4 due ● Canvas Exit Ticket due
Week 10 (10/28-11/3)	Chapter 14: Geometry of Motion and Change <ul style="list-style-type: none"> ● 14.1 Reflections, Translations, and Rotations ● 14.2 Symmetry ● 14.3 Congruence ● 14.5 Similarity 	Discussion Board 4 <ul style="list-style-type: none"> ● Post ● One reply 	Monday - Thursday <ul style="list-style-type: none"> ● <i>Watch and take notes on lecture videos</i> ● <i>Begin work for the week</i> Thursday <ul style="list-style-type: none"> ● Post for Discussion Board 4 Friday <ul style="list-style-type: none"> ● One reply to Discussion 4

Week	Topics	Assignments and Assessments	Schedule and Due Dates
Week 11 (11/4-11/10)	Chapter 12, 13, 14	Independent Written Assignment <ul style="list-style-type: none"> Chapter 12-14 	Monday - Thursday <ul style="list-style-type: none"> <i>Work on your assignment!</i> Thursday <ul style="list-style-type: none"> Chapter 12-14 Assignment due
Week 12 (11/11-11/17)	Chapter 15: Statistics <ul style="list-style-type: none"> 15.1 Gathering Data, Formulating Statistical Questions 15.2 Data Displays 15.3 Measures of central tendency 15.4 Summarizing, Describing, Comparing Distributions 	Participation <ul style="list-style-type: none"> Post Discussion Board 5 <ul style="list-style-type: none"> Post One reply 	Monday - Thursday <ul style="list-style-type: none"> <i>Watch and take notes on lecture videos</i> <i>Begin work for next week</i> Thursday <ul style="list-style-type: none"> Post for Discussion Board 5 Friday <ul style="list-style-type: none"> One reply to Discussion 5 Begin work on Chapter 15 Assignment
Week 13 (11/18-11/24)	Chapter 15	Independent Written Assignment <ul style="list-style-type: none"> Chapter 15 	Monday - Thursday <ul style="list-style-type: none"> <i>Work on your assignment!</i> Thursday <ul style="list-style-type: none"> Chapter 15 Assignment due
Independent assignment and discussion board revisions / late work will not be considered after this point. Please email me if you think special circumstances might apply.			
OFF (11/25-12/1)			
Week 14 (12/2-12/8)	Chapters 9 to 15	Participation <ul style="list-style-type: none"> Post 	Monday - Thursday <ul style="list-style-type: none"> <i>Work on your final assignment!</i> Thursday <ul style="list-style-type: none"> Participation due
Week 15 (12/9-12/15)	Chapters 9 to 15	Independent Final Assignment <ul style="list-style-type: none"> Chapter 9 - 15 	Monday - Thursday <ul style="list-style-type: none"> <i>Work on your assignment!</i> Thursday <ul style="list-style-type: none"> Final Assignment due

About EDUC1016

Course Description:

EDUC1016 is intended for undergraduate students seeking Pennsylvania teaching certification in early childhood education, middle grades, secondary education, foreign language education, music, or art education. In alignment with mathematics competencies required for admission into a teacher education program, the course will develop deep, connected understandings of content included in Geometry, Measurement and Data, Expressions & Equations, and Operations and Algebraic Thinking.

NOTE: To demonstrate basic math skills required for candidacy in a Pennsylvania teacher education program, instead of CORE/PAPA testing or SAT/ACT scores, candidates must complete and receive grades of B or higher in both MATH 1015 and EDUC 1016.

Course Overview:

Researchers have shown that students learn mathematical concepts more productively when they are given opportunities to struggle with solving problems, to communicate and share their ideas, and to interact with different representations of mathematical objects, especially representations that are concrete and visual. By this research, we will work in a student-centered and inquiry-based class that provides opportunities to learn cooperatively and work with concrete and virtual manipulatives.

You will not only learn how these instructional techniques and materials can be used in the classroom but also get a first-hand experience with these as you participate as a learner in this class. In addition to a focus on mathematical content, you will have opportunities to become familiar with research on how students learn mathematics and to consider ways in which this knowledge can be integrated into your future teaching. In summary, you will have opportunities to develop knowledge, understanding, and skills useful for teaching elementary mathematics.

Course Objectives:

These objectives are assessed through discussion boards and chapter assignments.

1. Demonstrate a deep understanding of the content from the content included in the Geometry, Measurement and Data, Expressions & Equations, and Operations
2. Demonstrate an understanding of what it means to think mathematically;
3. Use and reflect on the educational value of manipulatives/technology when working with concepts;
4. Identify the ways in which course material connect with strands in PK-12 mathematics curricula;
5. Demonstrate an understanding of the way in which students' understandings of content develops over time;
6. Identify the conceptual challenges students face in learning the content examined;
7. Evaluate instructional tasks for their potential to foster a deep understanding of content included in the PK-12 mathematics curriculum

Required Materials

Textbook

Mathematics for Elementary Teachers with Activities, 6th Edition, by Sybilla Beckmann ISBN-13: 9780137423491

You can purchase the required eText from the Barnes & Noble Bookstore at Temple University or through Pearson. You may obtain your course materials from any vendor you choose. For this course, the cost range, including all books, online access fees, expenses, and other materials, is approximately \$45. You may purchase a previous edition to reduce cost.

This course has been redesigned with support from the [Textbook Affordability Project](#) at [Temple University Libraries](#). To keep your course materials costs to a minimum, this course uses Open Educational Resources (OER), specifically MyOpenMath (MOM). These problems are openly licensed educational materials available at no cost to you. Sometimes this software can be frustrating to use and have some glitches, should you encounter any difficulty please pause and email me so that I can offer support.

Calculators

Using calculators is encouraged in class, on homework, and on assignments. When you use your calculator on an assignment, show your work by explaining what you calculated and why you chose to do that. Please have at least a four-function calculator or access to online calculators for this course.

Graphing Paper and Ruler (digital ruler is okay)

For this course, all graphs must be completed by hand on graph paper. You may print free graph paper offline or purchase graph paper. Some free resources to consider:

- <http://www.printfreegraphpaper.com/>
- <https://www.printablepaper.net>
- <https://www.math-aids.com/>

Required Technology

Canvas

This course uses the Canvas learning system for the entire class. You can access this through the TU portal. All communication, grading, learning modules, etc. will be available in Canvas.

Scanner App

A scanner is not required, but a (free) scanner app helps consolidate your photos of work into a single .pdf file to upload. Students have recommended the following free scanner apps: CamScanner (in batch mode), and Microsoft Office Lens. Notability, DocScan. If you find a scanner app that you'd like to recommend for future semesters, please let me know!

Chrome Browser

Canvas seems to work best with the Chrome web browser.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Recommended Materials and Technology For This Semester

You may need the following materials in the Explorations, Discussion Boards, and Chapter Assignments. Whenever possible I try to provide digital options or suggestions for alternate materials but please be creative! For the explorations, some items you may need:

- Paper clip(s)
- String
- Compass (optional)
- Beans (or items to count)
- Scissors
- Snap cubes (digital option provided)
- Printer (only if you already have access to one, it may be helpful when we get to nets)

There may be other materials listed throughout the course, please reach out if you have any questions about accessing materials.

Grading and Course Requirements:

Grades will be updated weekly in Canvas and can be monitored and tracked in the “grade book” section. Final course grades will be assigned based on the points of course assignments listed below.

Course Assignment	Percentage of Grade
Chapter Assignments	45%
Discussion Board and Replies	30%
Final Assignment	13%
Skill Checks	8%
Participation	4%

The scale used to calculate the final course grade is as follows:

A: 93%-100%	B+: 87% - 89%	C+: 77% - 79%	D+: 65% - 69%	F: 0% - 49%
A-: 90%-92%	B: 83% - 86%	C: 73% - 76%	D: 55% - 64%	
	B-: 80% - 82%	C-: 70% - 72%	D-: 50% - 54%	

Assignment Details

Participation (4% of total grade)

Connect with me and your classmates about the course material. No math is required, instead these focus on your thinking and learning. These are a variety of types: Padlet Video Posts, Growth Mindset Reflection, Syllabus Quiz, and Canvas Exit Tickets.

MyOpenMath Skill Checks (8% of total grade)

Skill-based problem sets that must be completed by 11:59 pm on their assigned due dates. Access through Canvas. You may work with a tutor or a classmate on these problems.

Discussion Board - Post and Reply (30% of total grade)

Critical thinking-based problems that extend work to different contexts. Access through Canvas. Complete one post and one reply.

Components of the Discussion Board Post

- Answer the problems and show all your work.
- Include handwritten annotations and typed explanations. Embed photos directly into the Canvas post ([Read a tutorial on how!](#))
- For each problem:
 - a. Write about your experience and takeaways as a student. What will you take from this problem as a student? For this class? Future classes?
 - b. Write about your experience and takeaways as a future educator. What will you take from this problem as a future educator for your future classroom? Even if you are not teaching math in the future - how can you use this experience to consider something in your future classroom? What have you learned that will help in your classroom even if you never plan to teach this topic? What concepts do you anticipate students will struggle with? How did this problem or this topic

help you with problem-solving, motivation, creativity, connections, applications, perseverance, etc?

Uploading and Technical Details

- Type any written explanations or reflections (for accessibility reasons)
- Embed any photos or images of your work (do not attach). [Read a tutorial on how!](#)

Components of the Discussion Board Replies

- Discuss your classmate's strategies, thinking, and/or reflections.
- These are not meant to simply encourage but to actually have a discussion on mathematics and mathematical thinking.

Respectful Classroom Policies (Reminder for the Discussion Boards)

- There will be zero tolerance of explicit language, microaggressions, racist remarks, actions, or behavior in this course.
- Any concerns, questions, or reports of this behavior can be made directly to me or you can report this to any EO Ombudsperson (<https://diversity.temple.edu/eoc/report-incident>) or the Education contact at (215)204-2394.

Teacher Participation

I will not be directly participating in the discussion board. However, I will be grading and providing feedback on your performance in the discussion.

Discussion Board Post Grading Rubric

Excellent!	Almost there!	Good effort!	What happened?
8	6-7	4-5	0
Work that is carefully thought out, thorough, and clear. Correctness does not matter!	Work that shows effort but is not completely thought out, thorough, or clear. Correctness does not matter!	Work that shows little effort. You submitted something though!	No discussion post was submitted or no serious effort was shown.

Discussion Board Reply Grading Rubric

Excellent!	Good effort!	What happened?
2	1	0
Reply engages in mathematics - discussing strategies, thought processes, or content. Reply is respectful, clear, thought out, and thorough.	Reply only encourages classmates and does not discuss mathematics thoroughly. The reply might not be respectful, clear, thought out, or thorough.	No reply was submitted or no serious effort was shown.

Chapter Assignments (45% of total grade) and Final Assignment (13%)

Apply your concepts and skills to new scenarios. You must show and/or explain all of your work. Assignments are due by 11:59 pm in Canvas.

Academic Honesty Details for Assignments

There is a temptation to ask a friend for help rather than turn in something that feels imperfect. Please resist this temptation! We can revise for full credit so please do your best independently so we can learn from our mistakes.

- You must work alone - no tutor, classmates, teacher assistance, AI, or internet.
- You may use classroom resources, these include: spreadsheet technology, graphing calculators, notes, and/or textbooks.
- This is not open-internet!
- Please see the [Academic Honesty policy](#) for details.

Uploading and Technical Details

- Your handwriting must be legible, your problems organized, and your photos clear to receive credit.
- All pages must be submitted together as a single .pdf file via Canvas in problem order. Use a [free scanner app](#) to upload multiple handwritten pages.

Chapter Assignment Grading Rubric

Excellent!	Very Good!	Good!	Almost there!	Good effort!	What happened?
10	9	8	7	6	0
Correct work that is carefully thought out and thorough.	Work that is carefully thought out and thorough and contains only minor flaws.	Work that is <i>mostly</i> correct and shows competency.	Work that has merit but also has significant gaps of understanding.	Work that shows effort but has serious flaws and significant gaps of understanding.	No work was submitted or no serious effort was shown.

Course Policies

Revisions Policy and Procedures

Mistakes happen. Let's learn from them! You can revise or redo any assignment except the last two.

How to revise a Skill Check

You can revise your attempt on any Skill Check at any time throughout the semester, these remain open and you have unlimited attempts. I encourage you to redo these problems to improve your grade and to help you study and prepare for your discussion boards and chapter assignments. *You do not need to alert me, these are automatically regraded.*

How to revise a Discussion Board

You can edit your post or replies within the discussion board. If you're not sure how to do this, [read this tutorial](#).

It is important to email me when these are ready to be re-graded, I do not get an alert when these are edited. Be sure to let me know the DB number to re-grade.

How to revise a Chapter Assignment

These revisions require you to not only revise your work, but include additional explanations. Read the procedure below:

1. Review the feedback I provided. ([Read how to here](#))
2. Get a new sheet of paper (typed or handwritten) and for each problem you revise, complete the following:
 - a. Describe your error or what went wrong when you first attempted it and what you did to learn the content so you could try again.
 - b. Complete the problem again. Explain your thinking, include annotations, and all of your work. Circle/box your final answer.

Note: Do not just copy from any comments I gave you, you should use any hints or feedback to complete the problems on your own. If it appears you are just copying from the internet or my feedback, I cannot award points because that is not your thinking. You may work with others, ask me for help, seek out a tutor, etc. for assistance. Please tell me who you worked with and what you discussed so I can see that you understand and are not just copying.

3. Resubmit this as a single pdf or doc through Canvas. Please be sure your resubmission is a single PDF file and is clear, neat, and organized.

Extra Credit Policy

Rather than offering extra credit, I offer revisions! Please read the above to see how you can earn the most on the assignments in the course.

Late Work Policy

Because there is so much content to learn in this course, we must stay on schedule! Consistently turning in late work can result in a feeling of overwhelm and shame.

- I have structured the [Course Schedule and Due Dates](#) to help you manage your time. I want you to be successful and in general, more structure is best for an online course.
- However, you may have circumstances that require an occasional extension this semester.
 - You may submit most assignments up to 3 days late without penalty or requesting an extension. The only exceptions to this are assignments due after 11/24.
 - If you need more than 3 days on an assignment or you've fallen behind in the course, please email me. It is possible that these late assignments will not result in point deduction but we must communicate and create a plan together.
 - Late work submitted more than 3 days late, without communicating with me, may result in a point deduction or zero.
 - Due to short grading windows and time restrictions at the end of the semester, no late work can be considered after 11/24. Please email me if you think special circumstances may apply.
 - I respect your privacy; you never need to tell me why an assignment is late or will be late, but I do want you to email me to stay accountable and get any support needed.

Please be sure to email me whenever you are concerned about meeting a deadline.

Refer to the [Course Schedule and Due Dates](#) to determine the last day late work submissions will be considered.

Academic Honesty Policy

Working with others is a great way to learn! However, there is a difference between working with others and academic dishonesty. Furthermore, the chapter and final assignments require you to work alone. The reason is that I want to know what YOU know, even if you are unsure, it is better to submit an incorrect response than to leave it blank or ask a peer for assistance. Remember, you can revise any assignment WITH support - but your first attempt must be independent.

You can work with others on your Skill Checks and Discussion Boards. However, that does not mean you should submit identical discussion boards. Working with another person may mean discussing your ideas and checking each other's work, but coming to your own conclusions and ideas in your own language.

Academic dishonesty includes submitting an assignment that was done by someone else, plagiarism, working on a chapter assignment with another student, using technology that is not allowed for assistance etc. "The penalty for academic dishonesty can vary from a reprimand

and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion for the University". {Temple Policy quoted from website}.

Attendance Policies

We are an asynchronous course which means we do not have any online or in-person meetings. However, I will reach out if I notice that you are not participating by completing the work required each week. Please check your Canvas inbox often as that will be the method I will use to reach out to you about your attendance and performance in this course.

If you notice you are having difficulty completing assignments on time, please email me so that I can support you in catching up.

How To Get Help This Semester

Math and Course Support

If you have any questions on anything in this course - from content to structure to policies - I welcome you to reach out to me at mollykpooler@temple.edu If you want to get help via email or we can schedule a Zoom or phone call to help you feel successful in this course.

If you think working with a tutor would be helpful, you can check out the [Student Success Center](#). They offer both in-person and Zoom tutoring appointments.

Technical Support

I wish I could help with everything but I leave technical issues to professionals. TU Tech Support is great for general technical questions about embedding photos, turning photos into a pdf, etc. Canvas Chat support is great for any Canvas-related questions.

- TU Tech Support
 - Online: [TUHelp \(http://tuhelp.temple.edu\)](http://tuhelp.temple.edu), preferred
 - Email: edhelp@temple.edu
 - Phone: 215-204-6227
- Canvas | Use the left side for the "chat" feature

Whole Person (CARE) Support

[The CARE Team](#) can help connect you to resources around campus (such as Tutleman Counseling Services and Disability Resources and Services), navigate challenging situations, advocate for you during times of emergency to your teachers, and connect you with the Student Affairs Emergency Fund. Visit their website and/or the Owls CARE link in TUMobile app. I can also help you connect with them by making a referral, please email me if you have any interest or questions.

University Policies

Temple and COVID-19

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

Americans with Disability Act Policy

Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

Any student who has a need for accommodation based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) located in the Howard Gittis Student Center South, 4th Floor at drs@temple.edu or 215-204-1280 to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees. If you would like to appeal an academic decision, you should consult the document explaining the system (<http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf>). That document details the conditions under which an academic decision might be reversed. Appeals of academic decisions must begin with the ombudsperson (education.ombudsperson@temple.edu) and should not be directed to the College's administration.

Student and Faculty Academic Rights and Responsibilities Policy

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed at policies.temple.edu.

Temple University's Technology Usage Policy

<https://its.temple.edu/temple-university-user-agreement-affirmation>

Information on unauthorized access, disclosure of passwords, and sharing of accounts

Student Behavioral Expectation and the Conduct Code

The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

- (1) Temple University Student Conduct Code
 - <https://studentaffairs.temple.edu/student-conduct-and-community-standards>
- (2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235
 - <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>
 - <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit>

Incomplete & Withdraw Statement

Temple University guidelines for incompletes maintain that an instructor may file a grade of "I" (Incomplete) for a student only if the student has completed the majority of the work of the course at a passing level and only for reasons beyond the student's control. The student must sign a written agreement with the instructor and the department regarding completion of the work, including: the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated.

For instances in which students may want to withdraw from a course, please see [the policy on withdrawals](#) and [read more on the registrar's website](#).

Fall 24 Important Dates

9/9 - Last day to add or drop a full-term 16-week course

12/9 - Last day to withdraw from a full-term 16-week course