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## COURSE OVERVIEW

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<b>COURSE:</b>	EDCP108M - 0301
<b>INSTRUCTOR:</b>	Mark Montgomery
<b>OFFICE:</b>	2202C Shoemaker Building
<b>E-MAIL:</b>	Mmontgo1@umd.edu
<b>PHONE:</b>	301.314.7696
<b>COURSE SITE:</b>	Found on <a href="http://www.elms.umd.edu">www.elms.umd.edu</a>
<b>TERM:</b>	Spring 2016
<b>CREDITS:</b>	1

### REQUIRED MATERIALS:

- *Math Study Skills Workbook* (4th edition) by Paul Nolting. You may purchase one of the following required book options: (1) Traditional printed text - ISBN: 0840053096 or (2) Ebook - ISBN: 1111564159 (can be purchased from [www.coursesmart.com](http://www.coursesmart.com)).
- Access to a computer or laptop with a speaker

### Purpose

This course is designed to help students diagnose and address their impediments to learning math. From the perspective of the Affective, Behavioral and Cognitive dimensions of math learning, the course will deal with how students feel about themselves as math learners and how these feelings can impact their performance; behaviors that help students develop effective math learning skills; and how students are to process mathematics in order to improve their skills. At the completion of this course, students should have the skills necessary to become successful, independent math learners.

### Learning Outcomes

At the completion of this course, students will:

- 1) Take control and responsibility for their math learning.
- 2) Explain and employ strategies for achieving success in math including effective implementation of note taking, studying, test taking, time management, and problem solving skills.
- 3) Implement anxiety reducing techniques such as positive self-talk and deep breathing.
- 4) Identify and use available resources for math and study skills that can support their success.
- 5) Analyze their personal learning strengths and implement appropriate learning strategies that will lead to success.
- 6) Explain and apply a critical thinking process for solving math problems.
- 7) Implement brain-based learning strategies that can enhance their learning.

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## **COURSE POLICIES**

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### **Accommodations for Students with Disabilities**

Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Disability Support Service (DSS) office to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff is available to consult with students at any time ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

### **Atmosphere**

Class members are encouraged to demonstrate an open attitude when considering views presented by fellow student and to act in a supportive manner with respect to fellow class members' participation in class discussions. In order to foster an atmosphere of learning free from distractions, students are asked to turn off all mobile phones, personal pager devices, and personal data organizers during class meetings and discussions (additionally, laptops and tablets during face-to-face discussions).

### **Attendance**

Your participation in the weekly online discussion session are essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at <http://www.president.umd.edu/policies/docs/V-100G.pdf>). The general attendance policy is available at <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>. The information contained in this syllabus adheres to both policies.

In general due to the nature of this class, weekly discussions may not be made up. Weekly quizzes must also be submitted by Monday at 11:59 pm each week. Your lowest weekly discussion grade and lowest quiz grade will be dropped instead of a makeup. For face-to-face instructor meetings, students also have the option of selecting from several time slots so there is no need for make-ups.

Students who experience a prolonged absence (multiple consecutive absences due to the same illness) or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities.

It is the responsibility of the student to inform the instructor of any intended absences for religious observances by the end of the drop/add period. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes. For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time.

### **Confidentiality**

Many issues in the instructor meetings and class discussions are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers' contributions during class discussions.

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services **and** to the University President's Designee, the University's Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President's Designee, but are required by law to make reports to Child Protective Services.

### **Course Cancellations/Delays**

Please check with 301-405-SNOW or the university website ([www.umd.edu](http://www.umd.edu)) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. ([alert.umd.edu](http://alert.umd.edu)).

### **Course Evaluations**

CourseEvalUM will be open for students to complete their evaluations at the end of the semester. Students can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

### **Course Integrity**

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The pledge, approved by the University Senate, reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." The Pledge should be handwritten and signed on all tests in this course.

In conjunction with the University's Code of Academic Integrity, allegations of academic dishonesty will be reported to the Honor Council. As a student you are responsible for upholding these standards. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course. Be aware of consequences of cheating and facilitation of academic dishonesty. More information can be found at [www.studenthonorcouncil.umd.edu](http://www.studenthonorcouncil.umd.edu).

### **Email**

You will receive official course emails at the email address provided through UMEG. It is your responsibility to ensure that your email is up to date. When you send me an email, please type “EDCP 108M” in the subject. Please use Standard English including proper grammar and mechanics as well as a salutation and signature with your full name.

### **Expectations of Instructor**

Students can expect the instructor to be on time and prepared for class discussions and individual meetings, respond in a timely fashion to student work and questions, and take students’ learning issues into consideration when preparing for class discussions and individual meetings. The instructor will be available to students for additional support as needed.

### **Students in Need of Assistance**

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Service (LAS)** offers services and programs on writing skills, English as a second language, study and time management skills, math learning skills, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers online resources on a variety of topics.

Learning Assistance Service (LAS)  
2202 Shoemaker Building  
Email – [las-cc@umd.edu](mailto:las-cc@umd.edu)  
Phone – 301.314.7693  
Website – [www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)

Counseling Center  
1st Floor of Shoemaker Building  
Phone – 301.314.7651  
Website – [www.counseling.umd.edu](http://www.counseling.umd.edu)

University Health Center, Mental Health Service  
2<sup>nd</sup> Floor, University Health Center (across from the Stamp Student Union)  
Phone – 301.314.8106  
Website - [www.health.umd.edu/mentalhealth](http://www.health.umd.edu/mentalhealth)

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## COURSE ASSIGNMENTS

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Below is an overview of the assignments you are responsible for throughout the semester. **Detailed instructions along with a scoring rubric** for each assignment are provided on the course ELMS site. **Complete all assignments as directed in the assignment instructions on the course ELMS site.** You are encouraged to ask questions about these assignments early and often. Please note assignment due dates. Late assignments will not be accepted. Assignments must be saved in **Word or pdf format and submitted via the course ELMS site.** Please do not email assignments. All assignments **must be typed** except the notes portion of the Note Making assignment and the work portion of the Math Word Problems assignment.

Succeed in College (15 points, Due Tuesday, February 9, 2016 by 11:59 pm)

This assignment serves as an introduction to the course and includes a reflection of your math history and future math plans.

Note Making & Time Management Part (1) (10 points each, Due Tuesday, February 16, 2016 by 11:59 pm)

Students will implement the techniques discussed in Chapter 4 in the Note Making assignment and complete Part 1 of the Time Management assignment.

Time Management Part (2) (10 points, Due Tuesday, February 23, 2016 by 11:59 pm)

Students will complete Part 2 of the Time Management assignment which involves keeping a weekly schedule.

Resources (15 points, Due Tuesday, March 1, 2016 by 11:59 pm)

This assignment involves the exploration of campus resources and online resources that can help you learn and do math.

Brain-based Learning & Motivation and Goal Setting (15 points, Due Tuesday, March 8, 2016 by 11:59 pm)

Students will develop their understanding on brain growth and development as well as how it impacts their ability to learn.

Math Word Problems (10 points, Due Tuesday, March 22, 2016 by 11:59 pm)

Students will choose a word problem and use the RATS! problem solving process to solve it. Students will submit a video of their work and reflect on their learning.

Test Analysis (10 points, Due Tuesday, March 29, 2016 by 11:59 pm)

Students will analyze a recent math test based on information learned in Chapter 7.

Course Portfolio (50 points, Due Wednesday, April 6, 2016 by 11:59 pm, MSGE)

The course portfolio serves as a learning tool for both the students and the Instructor. This assignment allows students to demonstrate their learning from this course by creating an electronic display of course assignments, responses to discussion questions, and questions embedded throughout the learning modules.

Weekly Discussions (5 points per unit, Due by Friday of each week)

Weekly online discussion sessions will be held to discuss the course content for that week as well as student progress. Each weekly discussion will consist of an initial response to the prompt due each Friday (2 points) and two responses to your peers posts by the following Sunday (1.5 points each). Initial responses that are posted after Friday will lose 1 point. 5 Extra credit points can be earned on each weekly discussion, for every discussion post after the first two; you can earn 0.33 extra credit points (up to 15 additional posts each week). The lowest weekly discussion grade will be dropped.

Weekly Quizzes (5 points each, Due by Monday at 11:59 pm of each week)

Weekly quizzes will be given that focus on the learning concepts for that week. Each quiz for a particular week will be available on the course ELMS site and is due by Monday at 11:59 pm of that week. After Monday at 11:59 pm, the quiz for that week will no longer be available. The lowest quiz grade will be dropped.

Pre-Assessment and Post-Assessment (5 points each, Pre-Assessment: Due by Friday, February 5; Post-Assessment: Due by Wednesday, April 6)

A pre-assessment of student math learning behaviors is to be completed at the beginning of the class and a post-assessment will be completed at the end of the class. Both assessments will be accessed via an email link posted on the course ELMS site.

Face-to-face Instructor Meeting (10 points)

March 28 – April 8

## COURSE GRADING

Each assignment will be scored using its own scoring rubric. See the ELMS site for details. Any assignment submitted after the due date will not be accepted. All assignments submitted must be typed (except for the notes part of the Note Making assignment and the work portion of the Math Word Problems assignment) and saved in Word or pdf format. All assignments must be submitted via the course ELMS site ([www.elms.umd.edu](http://www.elms.umd.edu)) or as directed. Please DO NOT send assignments via email.

The final grade will be determined by points. There is a total of 230 points for the course. The following are point and percentage totals and associated grade levels for the course:

Letter Grade	Percentage	Total Points
A +	97% – 100%	223 – 230
A	93% – 96.99%	213.9 – 222.99
A –	90% – 92.99%	207 – 213.89
B +	87% – 89.99%	200 – 206.99
B	83% – 86.99%	190.9 – 199.99
B –	80% – 82.99%	184 – 190.89
C +	77% – 79.99%	177 – 183.99
C	73% – 76.99%	167.9 – 176.99
C –	70% – 72.99%	161 – 167.89
D +	67% – 69.99%	154 – 160.99
D	63% – 66.99%	144.9 – 153.99
D –	60% – 62.99%	138 – 144.89
F	≤ 59.99%	≤ 137.99

Assessment	Due Date	Possible Points	Your Points
Weekly Quizzes (5 points each)	Each week by Monday at 11:59 pm	30	
Weekly Discussion Session (5 points each)	Each week by Friday	30	
Course Assignments			
Succeed in College	Tuesday, February 9, 2016	15	
Note Making & Time Management (Part 1)	Tuesday, February 16, 2016	20	
Time Management (Part 2)	Tuesday, February 23, 2016	10	
Resources	Tuesday, March 1, 2016	15	
Brain-based Learning & Motivation and Goal Setting	Tuesday, March 8, 2016	15	
Math Word Problems	Tuesday, March 22, 2016	10	

Test Analysis	Tuesday, March 29, 2016	15	
Instructor Meetings (1)	See next page	10	
Pre-Assessment Survey	Friday, February 5, 2016	5	
Post-Assessment Survey	Wednesday, April 6, 2016	5	
Course Portfolio ( <b>MSGE</b> )	Wednesday, April 6, 2016	50	
<b>Total</b>		<b>230</b>	

### Course Calendar

Week #	Topic	Assignment
Week 1: 2/1/2016 – 2/8/2016	Chapter 1 and Succeed in College Math video	Pre-Assessment Succeed in College Weekly Quiz Weekly Discussion
Week 2: 2/8/2016 – 2/15/2016	Chapter 4 and Learn to Learn Math Content video	Note Making & Time Management (Part 1) Weekly Quiz Weekly Discussion
Week 3: 2/15/2016 – 2/22/2016	Chapter 2 and Make Time to Learn Math video  Face-to-face Instructor Meeting	Time Management (Part 2) Weekly Quiz Weekly Discussion
Week 4: 2/22/2016 – 2/29/2016	Chapter 5	Resources Weekly Quiz Weekly Discussion
Week 5: 2/29/2016 – 3/7/2016	Chapter 6 and Brain-based Learning video	Brain-based Learning & Motivation and Goal Setting Weekly Quiz Weekly Discussion
Week 6: 3/7/2016 – 3/14/2016	Chapter 3 and Untangle Math Word Problems video	Math Word Problems Weekly Quiz Weekly Discussion
Week 7: 3/21/2016 – 3/28/2016	Chapter 7  Face-to-face Instructor Meeting	Test Analysis Weekly Quiz Weekly Discussion
Week 8: 3/28/2016 - 4/5/2016	Course Portfolio ( <b>MSGE</b> )	Course Portfolio (MSGE) Post-Assessment



This course is to be completed as follows:

1. Start each module by Thursday of the previous week:
  - a. Review the course material presented in the textbook and module's video lesson as appropriate.
  - b. Take notes in your EDCP108M notebook.
  - c. Answer any embedded questions in your textbook or EDCP108M notebook.
  - d. Investigate the recommended resources.
2. Complete the weekly quiz by Monday at 11:59 pm.
3. Participate in the weekly Discussion Session:  
You must read/view the textbook chapter and video module for the week before participating in a weekly online discussion session.
3. Complete and submit all assignments on the course ELMS site or as directed.
4. Sign up for one face-to-face instructor meeting:  
Between March 28 and April 8

**The instructor of the course reserves the right to amend the topics, schedule, and/or assignments of the course. You will be notified of any changes.**