Instructor: Dr. Bill Blubaugh  
Office: 325 Ross Hall  
Office hrs: 11-noon & 1:15-2:15 WMF

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Text:  
How to Teach Mathematics: a personal perspective by Steven Krantz, AMS, 1993.

Journal:  
Problems, Resources, and Issues in Mathematics Undergraduate Studies (PRIMUS), 
quartely journal from Dept. Of Mathematical Sciences, West Point Military Academy 

My Though for this Course:

- A course based on readings, discussions, and class presentations.
- Evaluation based by alternative assessments
  1. Portfolio - containing mathematical writings, resource materials, in-class, and out-of-class papers, project write-ups, etc.)
  2. Project (1 major - a full term emphasis, or 2 minor - a half term emphasis each)
  3. Class presentation(s) of project(s)
  4. Assessment by instructor, peer, and self
  5. No traditional pencil-and-paper testing
- Class time devoted to discussion, presentations, group work, but not lecture.
  1. First part of class devoted to discussion of common assignment and readings. All participate.
  2. Second part of class devoted to one individual report, individual presentation, and/or activity for all of us to do in class - given by the individual.
  3. Each of us is responsible to develop and organize 15 minutes of class activity each week. This goes in your portfolio, can be associated with your project(s), and counts as credit toward the course grade.

- Major Emphasis Areas:
  1. Content of Post Secondary School Mathematics
  2. Pedagogues for Post Secondary School Mathematics

- Minor Emphasis Areas:
  1. Cooperative Learning Groups
  2. Teaching College Algebra
  3. Using Technology in the College Classroom.
  4. Classroom Questioning and Discourse
  5. Teaching as Problem Solving
  6.
  7.
  8.
• Reference Materials (assessable on loan from instructor)

1. NCTM's Curriculum and Evaluation Standards
2. NCTM's Professional Teaching Standards
3. Assessing Higher Order Thinking in Mathematics
4. Effective Mathematics Teaching
5. Creating Miracles: A story of student discovery
6.
7.
8.

• What is your perception/expectations/ desires for this course and what direction would help you the most related to problems associated with post-secondary mathematics instruction?