

Mathematics Seminar (MATH 510V) Fall 2023

Instructors

Matt Clay and Samantha Robinson

Contact Information

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Course Resources

University of Arkansas Resource Guide for Teaching Assistants

<https://graduate-and-international.uark.edu/graduate/current-students/student-support/teaching-resources/resource-guide.php>

A Handbook for Mathematics Teaching Assistants (Mathematical Association of America, MAA)

<https://www.maa.org/programs/students/student-resources/a-handbook-for-mathematics-teaching-assistants>

Course Objectives

The purpose of the course is to help prepare you, as a new graduate teaching assistant, to teach your drill/recitation sections this semester. Although this course will pay special attention to the situation of teaching drill/recitation sections, what is learned from this course throughout this semester will be applicable to all mathematics and statistics teaching at the college/university level. As such, this course is also meant to provide you with resources and skills to assist you in effectively teaching a lecture course as the instructor of record (typically starting during your second year).

After completing this course, you will know more about the policies and procedures of the university as they relate to teaching, you will develop a better understanding of the mathematical and statistical content covered in our undergraduate courses, you will be better able to identify and implement effective strategies and approaches for teaching mathematical and statistical topics, and through practice teaching, peer review of teaching, and reflection on your in-class teaching experiences this semester, you will become more confident in the classroom.

Attendance

You are expected to attend each class and participate in class discussions. Contact both instructors via email if you have to miss class for an excusable reason.

Classroom Conduct

This course will involve several class discussions, often involving uncomfortable or challenging topics. Additionally, the course will involve peer review of practice teaching. It is important that all students in this course are respectful of differences while engaging in discussions, provide *constructive* critiques for the practice teaching of your peers, and contribute to an overall classroom environment that is safe and respectful.

Assignments

You will be regularly asked to write about material from our weekly classroom discussions and from your own experience in your drill/recitation sections. While we reserve the right to incorporate additional writing assignments into the course, there will be two primary assignments that will be submitted during the semester - a daily teaching journal and a reflective essay.

Daily Teaching Journal. Each day that you teach and each day that our course meets, try to reflect on the experience and write at least one paragraph daily about what went wrong, what went right, what could have been improved, a difficult experience you faced, a successful interaction, an encounter with a topic that you had not thought about related to teaching, etc. Essentially, write a bit each Tuesday and Thursday about what you are

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learning about yourself inside the classroom and about your understanding of the holistic practice of teaching. This journal will assist you in writing the end-of-semester reflective essay and will also be submitted at the end of the term. A specific due date will be announced in class and will be announced via email.

Reflective Essay. At the end of the semester, you will be asked to submit a 2-page essay reflecting on your experiences both in our course (i.e., MATH 510V) and in your teaching. Specifically, you will be asked to reflect on the semester and discuss how what you have learned and experienced will shape your teaching in the future. A specific due date will be announced in class and will be announced via email.

Course Grade

The course grade will be determined by attendance, class participation, and satisfactory completion of course assignments.

Academic Honesty Policy

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures)

Inclement Weather Policy

University of Arkansas operations may be affected when there is inclement weather, including snow, ice, severe thunderstorm activity, tornadoes, or flooding. The campus inclement weather policy is available at <http://safety.uark.edu/inclement-weather/>

In the event of inclement weather that does not result in a campus closure, the instructors will make every effort to hold class. Your instructors will notify you of any changes or class cancellations via email. If you feel that your situation for attending class is too risky, then contact both instructors via email, if possible.

When campus is closed due to inclement weather, on-campus classes will not meet in person. So, if the university is officially closed, then class is canceled.