Math 2030 Minutes, 1/4/05 – Email meeting

HAPPY NEW YEAR.

Several Math 2030 Committee issues:

1. I sent an email on 10/6 that included the following delegation of the Math 2030 Committee charges:

******************************************************************************
Math 2030 Charges from the Executive Committee:
1. The committee should review the new teaching guides and make any improvements/corrections noted during their use. (Bob Koff and Mary Sue Hall)
2. Acquire more manipulatives for the course. Note: VP suggests applying for a GPC Mini Grant from the CTL for this purpose. (Virginia Parks, Mary Ellen Davis)
3. Investigate the possibility of incorporating a service learning component to the course. (Carolyn Spillman and Gerri Pringle)
4. Determine if the course can be taught as a hybrid or online course. (Mary Ellen Davis, Mary Sue Hall, Virginia Parks)
5. Develop liaison role to Education faculty. (John Weber, Virginia Parks)
Charge added by VP:
6. Develop a recruitment plan for Math 2030. (Virginia Parks)
******************************************************************************

Each committee member should send me an update on where they stand on fulfilling their sub-committee responsibilities for the Math 2030 Course Committee.

2. My report is (a) CHARGE # 2: I was given a $300 minigrant by the CTL to buy manipulatives for each campus. I have made the purchases and hope to have each packet ready to distribute at the Feb. 11 discipline meeting. (b) CHARGE # 6: I distributed Math 2030 flyers with information about course offerings for Spring 2005 to each Math 1101 and Math 1111 instructor as well as the Education 1603 instructors at Clarkston Campus in November 2004. I am excited that the enrollment for both the day and evening sections of Math 2030 for spring look healthier than in the past. I also sent the flyer to Math 2030 Committee members and Department Chairs at the other campuses in hope they would make some recruiting efforts at their campus. (c) Charge #5: I spoke with J. Rux and B. Baker at Clarkston Campus and they were very willing to make an announcement and distribute the flyer with information about Math 2030 for Spring 05.

3. Since I am teaching Math 2030 for the first time Spring 05, I have taken a closer look at the Common Course Outline. I noticed there are no Entry Level Competencies included. I think we need to fix that. Below are the EECs from Math 1431 (similar students coming into Math 1431 that come to Math 2030). Please respond with suggestions to modify this list for Math 2030. If you think this list will work, please respond with that opinion.

ENTRY LEVEL COMPETENCIES--MATH 1431
Upon entering the course, the student should be able to:

1. Analyze mathematical problems using critical thinking skills, such as estimation, reasonableness of answer, and writing and interpretation of results;

2. Use algebraic symbols and notation to make meaningful statements;

3. Use a calculator to perform arithmetic operations;

4. Write the equation of a line, given the appropriate information, and solve applications for which linear equations are mathematical models;

5. Solve linear inequalities and relate solutions to intervals on a number line.

4. I do not feel the need for a face-to-face meeting as long as everyone on the committee is addressing their responsibilities. How do you feel about that?

Hope your semester has a good start.

Virginia Parks
Chairman, Math 2030 Committee 04-05