SYLLABUS

Math 486 Teaching Secondary School Mathematics Using Technology II (3 credits)

Instructor: Mrs. Tiffany Huggins-White
Phone Number: (910) 489-8247
Email Address: thuggins@uncfsu.edu; MsTiffany75@gmail.com
Semester: Spring 2015
Course Location: Butler Building Room 209
Meeting Day & Time: Wednesday 6:00 pm – 8:50 pm
Office Location: Butler 241
Office Hours: By Appointment
A. **Conceptual Framework:**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s **vision and mission statements.**

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all
Math 486: Teaching Secondary School Mathematics Using Technology II (Tiffany Huggins-White)

learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

B. FSU Policy on Electronic Mail:
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.
Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

C. **Course Policy on Electronic Mail:**

All emails to the instructor should be initiated from a FSU account. Emails that are sent from personal accounts may end up in the instructor’s junk mail box, and are not assured a response. All emails should include your name and Banner ID, and should be written in proper English, not “netspeak” or “textese”. Please be mindful of the tone of your message. Remember that email is not a face-to-face method of communication, and as such, is more prone to miscommunication of tone and intent. The instructor will respond to all emails within 48 hours (usually sooner), with the exception of weekends.

D. **Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**Disability Statement**

“It is the policy of Fayetteville State University that any person with a disability may NOT be discriminated against on the basis of her or his disability. Fayetteville State, with its commitment to the development of self-esteem and dignity in all members of the academic community, will provide reasonable accommodations to a student with a disability.”  
(Undergraduate Catalog, 2013-2014)

IV. **Title IX – Sexual Misconduct**

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: [http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf](http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf)

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- **Ms. Pamela C. Fisher**  
  Licensed Professional Counselor  
  Spaulding Building, Room 165  
  (910) 672-387  
  psmith@uncfsu.edu

- **Ms. Linda Melvin**  
  Director, Student Health Services  
  Spaulding Building, Room 121  
  (910) 672-1454  
  lmelvi10@uncfsu.edu

**Reporting an Incident of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- **Ms. Victoria Ratliff**  
  Deputy Title IX Coordinator for Students
E. **Course Description:**
This course is a continuation of MATH 485. It provides a comprehensive study of teaching secondary school mathematics using technology, with emphasis on geometry and measurement. Prerequisite: MATH 485.

F. **Textbook and Materials Required:**
No Textbook required. All materials will be distributed via Blackboard and e-mail. You will be required to purchase software. Graphing Calculator will be needed.

G. **Institutional Guidelines:**

**Academic Integrity: Dishonesty in Academic Affairs**
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. *Fayetteville State University Undergraduate Catalog pg. 85*

**Behavior in the Course Learning Environment**
The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each learning environment is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of behavior within the learning environment, and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Threats or statements that jeopardize the safety of the student and others;
3. Failure to follow reasonable requests of faculty members;
4. Others as specified by the instructor.
The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior;
3. Lower the student’s final exam by a maximum of one-letter grade; or
4. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance**

Students are expected to attend all class meetings (discussion boards count for attendance in this online course), laboratories, and other instructional sessions for all courses in which they are enrolled. When students must miss course deadlines for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume participation. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class. Students shall be allowed a maximum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The maximum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the maximum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

The following conditions are in effect for absences due to religious observance:

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for
Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.


Grade of Incomplete

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

Withdrawal from Class (W)

To withdraw from a course, you must complete the form available on the registrar’s website at http://www.uncfsu.edu/registrar/forms.htm and submit the form to the instructor and your advisor for signatures. Please follow up on your request, as it is your responsibility to ensure that the process is complete by the deadline stated in the academic catalog. Do not wait until the last day, as either the instructor or your advisor may not be available to approve your request. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid.

You are required to earn at least 67% of your attempted hours in order to maintain financial aid eligibility. Effective fall 2009, you will be permitted five no-penalty class withdrawals only. After 5, a withdrawal will be calculated as "F". Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

Withdrawal from the University (WU)

Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Deadline for Withdrawal from the University will be August 23 through November 14, 2012. Verify the deadlines at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Inclement Weather

We will follow the Fayetteville State University inclement weather schedule. Consult the University webpage, local radio, and television stations for announcements. While the university may be closed, courses will continue as scheduled, with communications and instructions occurring via Blackboard.
Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register:

- Go to the [FSU Bronco Alert Emergency Message Sign-Up page](#).
- Click “Sign Me Up!”
- Enter your name, email address, and password.
- Click Submit.
- Follow the instructions provided.

H. Standards:
This course is aligned to the standards of the School of Education’s Conceptual Framework and the Department of Public Instruction (DPI) Teaching Standards.

**North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards**
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The PTS, in their entirety, is available in the Course Documents section in Blackboard.)

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
</tr>
</thead>
</table>

**SOE Conceptual Framework Themes**
Our conceptual framework serves as a lens through which we view our education professionals as (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities. (The complete CF description is available in the Course Documents section in Blackboard.)

**National Council of Teachers of Mathematics (NCTM)/ National Council for Accreditation of Teacher Education (NCATE) Program Standards:**

- Candidates know, understand, and apply the process of mathematical problem solving.
- Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.
- Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Candidates embrace technology as an essential tool for teaching and learning mathematics.
- Candidates support a positive disposition toward mathematical processes and mathematical learning.
- Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
- Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.
- Candidates apply and use measurement concepts and tools.
I. **University College Core Learning Outcome:**
This course meets the University College Core Learning Outcome – Essential Skills:

**Students will:**
A. Comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
B. Accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
C. Apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.
D. Formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.
E. Know their content and know how to teach so that all students can learn.
F. Implement practices that reflect the cognitive, mental, and physical development of the young adolescents.
G. Know how to utilize technology to enhance instruction, learning, research, and data management.
H. Work to improve the profession and contribute to the establishment of positive working conditions.
I. Provide appropriate accommodations for diverse learners.
J. Integrate 21st century knowledge and skills in instruction.
K. Implement teaching strategies that improve student learning.
L. Plan and teach interdisciplinary curriculum that helps students make connections among subjects

**Student Learning Outcomes:**
Upon completion of the course, successful student will be able to:
A. Explain the necessity of Standards in teaching geometry and formulate the ways of technology integration in geometry.
B. Memorize, develop and demonstrate the appropriate use of notations in mathematics and geometry.
C. Analyze and differentiate different models of geometric thinking and adjust them according to the high school student’s level.
D. Memorize and name the properties of different geometrical shapes, their relations with each other and their effects on our daily life.
E. Define the variables in terms of a high school student could understand, calculate the value of any one of the variables from an equation, estimate the result and find out the error in the calculated value, and outline the meaning of graphs and other geometrical shapes.
F. Identify, select and apply the best proof techniques and get meaningful results.
G. Name important articles in teaching geometry, propose good research questions, design research proposals and write a sample research paper.
H. Use technology (e.g. graphing calculators, computer algebra systems, dynamic drawing tools) to explore geometric concepts.
I. Experiment with math manipulatives to clarify and develop geometrical concepts.

**Course Outline and Calendar:**
(The Instructor reserves the right to adjust the course outline as deemed necessary by students’ needs.)
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1 | Course Overview  
Challenges of Teaching  
Principles and Standards  
What is your Philosophy of Mathematics Education? |
| 2 | Common Core Standards  
8 Mathematical Practices |
| 3 | First Draft Content Project  
Components of Lesson Planning  
Unpacking Standards |
| 4 | Designing a Lesson Plan/Unit Plan  
Reflection |
| 5 | Mathematics Discourse and Questioning  
2nd Draft Content Project |
| 6 | Student Centered Activity Incorporating Technology |
| 7 | Current issues in Geometry –Article Critique/Review |
| 8 | Teaching Three-Dimensional Figures - Symmetry of Polyhedra, Solids, Discovery of Euler’s formula, etc.  
Midterm Exam |
| 9 | Methods of Assessment using Technology  
Smartboard |
| 10 | Methods of Assessment using Technology  
Smartboard |
| 11 | Teaching Coordinate Plane - Reflection, rotation, translation, lines, etc.  
Activities |
| 12 | Proofs - Coordinates and proofs, Triangle congruence proofs, Proofs about circles, etc. |
| 13 | Proofs - Coordinates and proofs, Triangle congruence proofs, Proofs about circles, etc. |
| 14 | Current issues in Mathematics-Article Critique /Review |
| 15 | Designing and implementing technology in a geometry course - Curriculum Issues,  
Testing and Evaluation Issues, Classroom management Issues. |
| 16 | Designing and implementing technology in a geometry course - Curriculum Issues,  
Testing and Evaluation Issues, Classroom management Issues. |

J. Modes of Instruction:
   A. Multimedia Presentations  
   B. Large/Small Group Discussion  
   C. Individual, Peers, and Group Reports and Presentations  
   D. Computer-Based Demonstrations and Interactions  
   E. Classroom Observations and Interactions  
   F. Self-Assessments

2. Additional Assignments
   Students may be required to complete assignments that support the main assignments.

NON-NEGOTIABLES!

1) Late assignments will not receive full credit unless you have unquestionable documentation!
You will only receive half credit!
2) You must have all papers written in APA format! Your paper will not receive a grade if it is not written in APA format!

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Saturday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 10</td>
<td>Saturday</td>
<td>Late registration begins ($20.00 fee)</td>
</tr>
<tr>
<td>January 16</td>
<td>Friday</td>
<td>Last day to submit health insurance waiver. Undergraduate and graduate students, registered for 6 or more credit hours, who do not submit the health insurance waiver by this date will be charged for university health insurance.</td>
</tr>
<tr>
<td>January 16</td>
<td>Friday</td>
<td>Late registration ends; tuition and fees will not be reduced for withdrawals from individual classes after this date. No charge for classes dropped before this deadline; students are not permitted to attend classes for which they are not registered.</td>
</tr>
<tr>
<td>January 17</td>
<td>Saturday</td>
<td>Class withdrawals begin. Undergraduate students are permitted to withdraw from no more than 16 credit hours with no impact on GPA. Hours included in attempted hours for financial aid eligibility. (See &quot;Satisfactory Academic Progress&quot;).</td>
</tr>
<tr>
<td>January 17</td>
<td>Saturday</td>
<td>University withdrawal (withdrawal from all classes) begins. WU grades for all classes with no impact on GPA. Hours counted as attempted hours for financial aid eligibility. (See &quot;Satisfactory Academic Progress&quot;). Tuition/fees may be adjusted based on date of WU. See &quot;Expenses&quot; for WU refund schedule.</td>
</tr>
<tr>
<td>January 17</td>
<td>Saturday</td>
<td>Interim grading period begins. Interim grades serve as a warning to students who are at risk of failing due to non-attendance or poor academic performance.</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Birthday Holiday. University closed</td>
</tr>
<tr>
<td>January 23</td>
<td>Friday</td>
<td>Deadline for X (No-Show) grades. Faculty assign X grades to students on the class roster, but who have never attended. See &quot;Interim Grades&quot; for more information.</td>
</tr>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Bill clearance deadline. Registration canceled for students who do not make initial payment or have financial aid completed.</td>
</tr>
<tr>
<td>January 29</td>
<td>Thursday</td>
<td>Issuance of student refunds begin</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>February 28</td>
<td>Saturday</td>
<td>Midterm exams begin</td>
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<tr>
<td>March 6</td>
<td>Friday</td>
<td>Midterm exams end</td>
</tr>
<tr>
<td>March 7</td>
<td>Saturday</td>
<td>Midterm break begins</td>
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<tr>
<td></td>
<td></td>
<td>No classes - university open</td>
</tr>
<tr>
<td>March 9</td>
<td>Monday</td>
<td>Mid-term grades due</td>
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<td></td>
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<td>Faculty assign A, B, C, D or F grades at mid-term to provide an assessment of student progress during the first half of the semester. See &quot;Midterm Grades&quot; for more information.</td>
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<tr>
<td>March 14</td>
<td>Saturday</td>
<td>Midterm break ends</td>
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<tr>
<td></td>
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<td>Classes resume</td>
</tr>
<tr>
<td>March 27</td>
<td>Friday</td>
<td>Deadline for removing incomplete grades from previous semester</td>
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<td></td>
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<td>Incomplete grades become F grades after this date.</td>
</tr>
<tr>
<td>March 27</td>
<td>Friday</td>
<td>Deadline for withdrawing from class(es)</td>
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<tr>
<td></td>
<td></td>
<td>Undergraduate students are permitted to withdraw from no more than 16 credit hours with no impact on GPA. Hours counted as attempted hours. No adjustment of tuition and fees for withdrawal from individual classes.</td>
</tr>
<tr>
<td>April 3</td>
<td>Friday</td>
<td>Spring Holiday</td>
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<td>University closed</td>
</tr>
<tr>
<td>April 9</td>
<td>Thursday</td>
<td>Founders Day</td>
</tr>
<tr>
<td>April 24</td>
<td>Friday</td>
<td>Deadline for withdrawing from the university (all classes)</td>
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<tr>
<td></td>
<td></td>
<td>WU grades for all classes with no impact on GPA. Hours counted as attempted hours for financial aid eligibility. (See &quot;Satisfactory Academic Progress&quot;). Tuition/fees may be adjusted based on date of WU. See &quot;Expenses&quot; for WU refund schedule.</td>
</tr>
<tr>
<td>April 24</td>
<td>Friday</td>
<td>Interim grading period ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interim grades serve as a warning to students who are at risk of failing due to non-attendance or poor academic performance.</td>
</tr>
<tr>
<td>April 27</td>
<td>Monday</td>
<td>Final exams for graduating seniors begin</td>
</tr>
<tr>
<td>April 30</td>
<td>Thursday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 1</td>
<td>Friday</td>
<td>Reading Day</td>
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<tr>
<td></td>
<td></td>
<td>For regular spring term only</td>
</tr>
<tr>
<td>May 2</td>
<td>Saturday</td>
<td>Final exams for graduating seniors end</td>
</tr>
<tr>
<td>May 2</td>
<td>Saturday</td>
<td>Final exams begin for students not graduating</td>
</tr>
</tbody>
</table>
May 4 | Monday | Final grades for graduating seniors due
May 8 | Friday | Final exams end for students not graduating
May 9 | Saturday | Commencement (9:00 am)
May 11 | Monday | Final grades due for students not graduating
May 11 | Monday | Post-school Conference
               Faculty-staff conference
May 12 | Tuesday | Post-school Conference
                     Faculty-staff conference
May 15 | Friday | Textbook Rental Return Due Date
       | | Last day to return rental textbooks for fall. The late return of
textbooks is not an option and books are considered purchased by the
student if not returned by the deadline.

K. Grading Procedures:
Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will
be used to evaluate that assignment.

The following scale will be used to assign course Grades based upon the total number of Points earned:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>73-82</td>
<td>C</td>
</tr>
<tr>
<td>66-72</td>
<td>D</td>
</tr>
<tr>
<td>65 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

Percentage of Points Earned
Point Total

L. Additional Resource:

http://www.ncpublicschools.org/curriculum/
North Carolina Mathematics Common Core Standards http://www.learnnc.org/scos/#common
National Common Core Standards http://www.corestandards.org/the-standards/mathematics
North Carolina Council of Teachers of Mathematics (NCCTM)  www.ncctm.org
National Council of Teachers of Mathematics (NCTM)  www.nctm.org
Principles and Standards for School Mathematics (NCTM, 2000)  http://standards-e.nctm.org
High School mathematics textbooks (various)
North Carolina Standards for 9-12 Mathematics Teachers

**M. Bibliography:**


Connected Mathematics Project, [http://connectedmath.msu.edu/](http://connectedmath.msu.edu/)