

UNIVERSITY OF TEXAS EL PASO
College of Education- Department of Teacher Education
Syllabus
Summer 2022

Courses (crosslisted):

MTED 5322 CRN 35875 and TED 6319 CRN 35876

Class hours: 3

Instructor Information: Dr. Olga Kosheleva, Ph.D.

Email: olgak@utep.edu

Office hours: ONLINE (via BlackBoard or ZOOM) or by appointment

Day/Time: ONLINE, asynchronous

Course Description: This course is designed to help you think about Numbers and Quantitative Reasoning. Specifically, we will focus on conceptual understanding of numbers and Quantitative Reasoning. Basic statistical tools will be analyzed with the focus on obtaining the knowledge and skill necessary to be an informed and competent consumer and user of educational research.

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Reading:

This course does not require the purchase of a textbook. All the required readings and files for the course are provided via OneDrive and/or via Blackboard. You will be actively searching Electronic Databases provided by UTEP to find additional relevant readings.

Help with the grammar. All submissions are required to be checked with FREE version of Grammarly.com

<https://www.grammarly.com/>

UTEP Learning Resources:

(UTEP provides a variety of student services and support, including the resources below.)

UTEP Library: You can access to a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Kosheleva.

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. Our top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, we want you to know that all of you are welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities, and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. We strive to show respect for the variety and wholeness in each of you, and we expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, we would like to know so that we can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor,

915-747-5662 or eoaa@utep.edu.

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations.

(Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. You are expected to actively engage in the learning community of this class.

This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. You are expected to exhibit appropriate behavior for a higher learning environment.

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions: All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.

You are encouraged to participate to the depth that you feel comfortable sharing with the class.

Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is share only that which you would be comfortable seeing printed in a newspaper/ public Internet page).

-Do not use inappropriate language, all capital letters, or language short cuts.

All entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.

-When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person.

3. *You are expected to exhibit high-level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is important.

All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). If you unable to submit completed assignment, please, submit an unfinished/incomplete draft. Please. ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the

time you devote to this class accordingly.

In case when a partial work has been submitted, no grade for this submission will be provided until the final version has been submitted.

The instructor can drop any student any time a student violates the written rules/requirements for remaining in good standing in the course.

If BlackBoard is down and you cannot get into our course site to post work by the required due date:

(1) you should call UTEP Helpdesk and report the problem; you should ask CASE NUMBER and email it to Dr. Kosheleva (via regular email olgak@utep.edu). This information will help me to check with the IT staff at UTEP regarding your problem.

(2) ALL coursework should be posted in our online course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at olgak@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit

4. Your work is expected to be your own. Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, how you can use your own words to explain your thinking. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. Deadline and Grading Policy

1. The grades/feedback will be provided once every two-week period -via BlackBoard email.
2. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Reading instructions is your responsibility, and you should not assume due dates or times.
3. Keep electronic copies of all work submitted.

4. About the Feedback and Score (percentage): Please note that you will receive your grades and detailed comments for your work via BlackBoard email. *NOTE: If you receive few comments or little feedback, it simply means that you are writing well and succinctly and presenting adequate analysis of ideas. These comments and feedback should act as a guide to help you improve future work. Since you are required to use free version of Grammarly.com, in our feedback we will be also providing comments from Grammarly.com. If you continue to make the same mistakes repeatedly, apparently our comments addressing the same issue have not been effective. As such, either you are not reading and using our comments to improve your work, or you need additional guidance on how to improve your work. If the latter is the case, then let me know by e-mailing me, and I will provide you further, individual assistance either through a chat or via e-mail. Future work returned to you will have fewer comments and mostly consist of a score (a percentage).

6. Assignments

1. Reflective articles (specific instructions for each assignment will be email to you via

BlackBoard email).

2. UTEP Library ELECTRONIC DATABASES: you will be using Electronic Databases from UTEP Library on a continuous basis. Make sure to become familiar with this wonderful resource. Part of every assignment would include some search in Electronic Database, the evidence of using electronic databases will be presented in the reference section of your article submissions.

3. Final paper.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to do	Measurements (means of assessment for student learning outcomes listed in first column)
Deepen understanding of numbers, multiple ways of representing numbers, relationships among numbers, and number systems.	Class Participation, Assignments, and Discussions.
Students will learn methods of descriptive statistics, and how one can compute measures of central tendency (mean, median and mode) and variability (standard deviation and variance).	Class Participation, Assignments, and Discussions.
Learn how to assess relationships between variables, and we introduce the concepts correlation and regression.	Class Participation, Assignments, and Discussions.
Design developmentally appropriate STEM curricula for culturally and linguistically diverse learners	Class Participation, Assignments, and Discussions.

Evaluation & Coursework Requirements of Students:

Coursework Requirements:

Participation	12 Points
Weekly Reflective articles (8X6 points)	48 Points

Final Reflection paper	40 Points
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Total 100Points

How Grades are Determined **Grade Earned Points** A 900 - 1000

B 800 - 890

C 700 - 790

D 600 - 690

F Below 60

Class Schedule: Please note that the schedule of Assignments below (it is subject to change).

Course Calendar of Assignments

1. Self-reflective academic autobiography (focus on mathematics, quantitative thinking). Create a Thread "Week 1" in the Discussion folder with your name. Submit your assignment in the first Thread.
(Due by the end of Week 1)
2. Reflective article on how you understand what number is and what quantitative reasoning is. Submit your assignment via BlackBoard email (Subject "Week 2 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 2)
3. Readings on how mathematicians define what is number using Set Theory, exercises on Set Theory. Submit your assignment via BlackBoard email (Subject "Week 3 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 3)
4. Readings on how mathematicians define what is number using Set Theory, exercises on understanding numbers/quantities using Set Theory. Submit your assignment via BlackBoard email (Subject "Week 4 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 4)
5. Readings on statistical tools used in Quantitative Reasoning. Averages. Reflective article on application of this tool. Submit your assignment via BlackBoard email (Subject "Week 5 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 5).
6. Readings on statistical tools used in Quantitative Reasoning. Standard Deviation. Reflective article on application of this tool. Submit your assignment via BlackBoard email (Subject "Week 6 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 6).
7. Start working on Final reflective paper on what you learned about Quantitative Reasoning and tools used in Quantitative Reasoning. Readings on statistical tools used in Quantitative Reasoning. Histograms. Reflective article on application of this tool. Submit your assignment via BlackBoard email (Subject "Week 7 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 7).
8. Finish and submit Final reflective paper on what you learned about Quantitative Reasoning and tools used in Quantitative Reasoning (via BlackBoard email). Readings on statistical tools used in Quantitative Reasoning. Correlation. Reflective article on application of this tool. Submit your assignment via BlackBoard email (Subject "Week 8 assignment"). Additional instructions might be sent to you via BB email.
(Due by the end of Week 8).

The course instructor reserves the right to adjust the course syllabus or change assignments as needed.