



**FLORIDA  
ATLANTIC  
UNIVERSITY**

**COURSE CHANGE REQUEST  
Graduate Programs**

**Department** Mathematical Sciences  
**College** Science

UGPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** MAT 5946

**Current Course Title**  
Supervised University Instruction in Mathematics

*Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change description to:**

**Change prefix**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change prerequisites/minimum grades to:**

**Change course number**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change corequisites to:**

**Change credits\***

**From:** 3 **To:** 1--3

**Change registration controls to:**

**Change grading**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

\*Review [Provost Memorandum](#)

**Effective Date**  
(TERM & YEAR) Summer 2018

**Terminate course**  
**List final active term**

**Faculty Contact/Email/Phone** Rainer Steinwandt /<RSTEINWA@fau.edu> /(561) 297 3353

**Approved by**

**Date**

Department Chair \_\_\_\_\_

02-27-18

College Curriculum Chair \_\_\_\_\_

3-8-18

College Dean \_\_\_\_\_

3-8-18

UGPC Chair \_\_\_\_\_

3-28-18

UGC Chair \_\_\_\_\_

3/28/18

Graduate College Dean \_\_\_\_\_

3/28/18

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**GRADUATE COLLEGE**

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**MAR 08 2018**

Received

Feb. 27, 2018


Graduate College  
Florida Atlantic University


Re: MAT 5946 Supervised University Instruction in Mathematics

Dear Committee,

The Department of Mathematical Sciences is proposing to change the credit number of the course from 3 to 1—3. This is a training course for graduate teaching assistants, focusing on guidance and supervised practice in the art of lecturing undergraduate mathematics. Having an option of running the course at 1—3 credits will be a cost-effective option for students, especially when the course is offered in summer terms.

Sincerely,

  
Yuan Wang  
Graduate Director  
Department of Mathematical Sciences

  
Rainer Steinwandt  
Chair of Mathematical Sciences  
Department of Mathematical Sciences

**GRADUATE COLLEGE**

**MAR 08 2018**

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# Syllabus

## 1. Course designation:

- Course title: Supervised University Instruction in Mathematics
- Course number: MAT 5946

## 2. Course Prerequisites:

18 graduate credits in mathematics

## 3. Course Logistics:

- Summer 2018, Term 2
- Taught in lecture-discussion style in-person (not online).
- Course location: BU 102

## 4. Instructor information:

- a. Xiao-Dong Zhang
- b. Office: SE 274
- c. Phone: (561) 297-2488
- d. Email: xzhang@fau.edu
- e. Office Hours: TBA

## 5. TA contact information

N/A

## 6. Course Description

Graduate Teaching Assistants in the Department of Mathematical Sciences play an important role in the instruction of undergraduate math courses. This course will introduce essential information about the content and structure of College Algebra and other precalculus courses at FAU. In addition, graduate teaching assistants will receive guidance on how best to interact with undergraduates both during lectures and during office hours.

## 7. Textbook:

None.

## 8. Required materials:

- *Connect Math* by Miller & Gerken, 2nd ed., McGraw-Hill, 2017.

This is a common textbook used in the course College Algebra. Some chapters and sections of this textbook will be used for your teaching presentations.

**GRADUATE COLLEGE**

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## **9. Course Objectives**

By the end of the course, you should be able to:

- Understand general responsibilities of GTAs and expectations
- Summarize proctoring expectations and duties
- Designing and developing course plans
- Recognize and report breaches in academic integrity, respond to harassment and discrimination, and respond to student behaviors
- Create and maintain an effective learning environment in classrooms
- Know FAU's specific expectations and resources that are key to high-quality teaching
- Form a supportive group network that continues to talk about teaching with each other

## **10. Assessment Procedure and Grading**

The grade mode for this course is Satisfactory/Unsatisfactory. During the term of the course, students are expected to make three presentations. These presentations are followed up with a discussion. For each presentation, the graduate student will write a self-evaluation describing his or her perceived strengths and weaknesses and discussing ways to improve. By the end of the course, students will develop a teaching statement and portfolio which may include video clips. In order to receive the grade of "Satisfactory", a student must attend the class regularly and participate in class discussions.

## **11. Policy on makeup tests, late work, and incomplete:**

If you cannot complete an assignment on time due to a relevant and documented reason, you can make up the respective assignment. Extra credit work is not possible.

## **12. Incomplete Grades**

A grade of I (incomplete) will only be given under certain conditions and in accordance with the academic policies and regulations put forward in FAU's University Catalog. The student has to show exceptional circumstances why requirements cannot be met. A request for an incomplete grade has to be made in writing with supporting documentation, where appropriate.

## **13. Special course requirements:**

N/A

## **14. Disability policy statement:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with

Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

SAS website: <http://www.fau.edu/sas/>

### **15. Code of Academic Integrity Policy Statement:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf

### **16. FAU's Counseling and Psychological Services**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional wellbeing.

For more information, go to <http://www.fau.edu/counseling/>

### **17. Weekly Schedule**

A variety of topics will be covered each week, and students will be expected to present and discussion in class.

- Week 1: General responsibilities and expectations of graduate teaching assistants
- Week 2: Responsibilities of exam making, proctoring, and grading. Individual presentation 1. Observations and discussions of your peers' presentation.
- Week 3: Academic policies: recognize and report breaches in academic integrity, harassment and discrimination. Responsibilities and rules of office hours and tutoring
- Week 4: Developing course plans. Effective communications in classrooms. Identifying common concerns and problems from the students. Individual presentations 2. Observations and discussions of your peers' presentation.
- Week 5: Case studies in classes of Precalculus, College Algebra, and Trigonometry. Individual presentation 3. Observations and discussions of your peers' presentation.
- Week 6: More case studies. Developing a teaching statement and portfolio. (The latter may include video clips.)