

Course Outline for MATH 5971, Graduate Teaching Seminar

MATH 5971 Graduate Teaching Seminar (1 unit)

Prerequisite: Graduate standing.

Principles and practice in effective teaching of college-level mathematics. Issues related to present and future teaching experiences, including time management, professionalism, student assessment, classroom management, and qualities of good teachers. Reflection on individual teaching, and consideration of improvements in instruction. Credit/No Credit grading only. 1 seminar. Formerly MATH 505.

Course Learning Objectives	
1	Develop appropriate lesson plans and assessments and determine a fair grading structure.
2	Identify qualities of effective mathematics instruction in terms of how they influence student learning.
3	Critically reflect on the teaching of mathematics.
4	Manage time and classroom behavior.
5	Compare and contrast methods to encourage critical thinking, collaboration, and communication in the classroom.

Expanded Course Content

Textbooks, materials, and/or other resources
1. Friedberg, S., et al, Teaching Mathematics in Colleges and Universities: Case Studies for Today's Classroom
2. National Research Council, How Students Learn: Mathematics in the Classroom
3. Krantz, S., How to Teach Mathematics: A Personal Perspective

Week	Readings	Topics of Discussion
1	Instructor's notes based on classroom experience and the readings listed above.	Class organization and planning/coverage of material
2	Instructor's notes based on classroom experience and the readings listed above.	Lecture notes/teaching methods/clarity and organization
3	Instructor's notes based on classroom experience and the readings listed above.	Classroom behavior/addressing problems
4	Instructor's notes based on classroom experience and the readings listed above.	Classroom behavior/discipline

Week	Readings	Topics of Discussion
5	Instructor's notes based on classroom experience and the readings listed above.	Exam writing and grading
6	Instructor's notes based on classroom experience and the readings listed above.	Cheating: how to mitigate and university policies on handling.
7	Instructor's notes based on classroom experience and the readings listed above.	Monitoring student success
8	Instructor's notes based on classroom experience and the readings listed above.	Promoting student learning and engagement in class
9	Instructor's notes based on classroom experience and the readings listed above.	How to encourage students to communicate
10	Instructor's notes based on classroom experience and the readings listed above.	Managing time
11	Instructor's notes based on classroom experience and the readings listed above.	Office hours/Classroom policies
12	Instructor's notes based on classroom experience and the readings listed above.	Types of learning styles
13	Instructor's notes based on classroom experience and the readings listed above.	Types of teaching styles
14	Instructor's notes based on classroom experience and the readings listed above.	Professionalism for students and faculty
15	Instructor's notes based on classroom experience and the readings listed above.	Motivating students

Method of Assessment

Final discussion and completion of class presentations.

Instructional Mode

The instructional mode for this class is face-to-face. This designation means that the essential academic standards of the course require in-class student engagement, and thus remote instruction is not appropriate.