

Math 100 – Survey of Mathematics

Spring 2015 Syllabus

PLEASE READ THIS DOCUMENT CAREFULLY. IT SETS OUT THE POLICIES BY WHICH THIS COURSE WILL BE RUN, AND ALL STUDENTS WILL BE ASSUMED TO HAVE READ AND AGREED TO THEM.

1 Professor and contact information

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Email warning: The email given for me at the MyUH site for this course is wrong.

Course Website: www.math100.info

Professor Website: www.math.hawaii.edu/~ross

Office Hours: See website

Phone: 956-4673

Phone Warning: The telephone is not a good way to reach me, best is always email. For Math 100-related questions, ross@math100.info is the better of the two addresses, as it will not get lost in all the other email I receive. I will try to respond to all email within 2 weekdays.

Prerequisites: Matriculation at UHM assumes you have had a normal K-12 mathematics education. For this class I will assume you can do basic 10th-grade algebra, including using and understanding algebraic formulas and solving basic algebraic equations. I'm NOT going to assume you can solve quadratic equations in your heads.

Text: Print or e-book: *Mathematical Ideas*, 12th edition, by Miller, Heeren and Hornsby. There are two ways to purchase course materials:

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University of Hawaii at Manoa



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Two-year Colleges Paul J. Campbell,Louise S. Grinstein,1988 *Catalog* Kansas State Teachers College of Emporia,1957
Catalog Columbus College,1963 **The American Mathematical Monthly** ,1973 **Catalog ... Announcements**
... University of Chattanooga,1953 **Carr V. Koch** ,2011 **Catalog Issue** University of Colorado,1974 *Reframing*
Assessment to Center Equity Gavin W. Henning,Gianina R. Baker,Natasha A. Jankowski,Anne E. Lundquist,Erick
Montenegro,2023-07-03 This book makes the case for assessment of student learning as a vehicle for equity in higher
education The book proceeds through a framework of why what how and now what The opening chapters present the case
for infusing equity into assessment arguing that assessment professionals can and should be activists in advancing equity
given the historic and systemic use of assessment as an impediment to the educational access and attainment of historically
marginalized populations The what chapters offer definitions of emerging terms discuss the narratives of equity in evidence
of student learning present models and approaches to promoting equity and explore the relationship between knowledge
systems and assessment practice The how chapters begin by progressively moving from the classroom to the program then
beyond the program level to share examples from student affairs Subsequent chapters address the problem of equitable
access to STEM fields culturally responsive practices within the context of community colleges the ongoing work of culturally
situated assessment practices in Historically Black Colleges and Universities and the role of technology enabled assessment
as a possible tool for equitable assessment The final two chapters in the book address the now what providing a way for
assessment professional to develop individual awareness within their practice as a next step in the equity journey and a
conceptual framework to anchor equity in their work **Summer Session Catalog** University of Hawaii at Manoa,1971
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