

TEACHING COLLEGE MATHEMATICS  
MA 601 – FALL 2019

**Syllabus**

**Instructor:** Francis Chung

**Office:** 727 Patterson Office Tower

**Office Hours:** By appointment.

**Email:** fj.chung@uky.edu

**Class Meetings:** Monday 4-5pm, POT 745

**Class Website:** <http://www.ms.uky.edu/~fjch223/courses/Math601.html>

**Course Content and Goals** This course is a seminar designed to provide support for new teaching assistants at the University of Kentucky in teaching mathematics at the college level. It is designed to help students develop *classroom skills* (facilitating group work, managing student questions, presentation, etc.); *assessment skills* (grading, problem selection); *technical skills* (LaTeX, visualization software, website preparation, etc.); and *higher level teaching knowledge* (including content knowledge for teaching, inclusivity and equity in teaching environments, assessment types, etc.) In addition, if time permits, we will discuss professional development topics for use in later years of graduate school, including syllabus writing, general mathematics communication, CVs and teaching statements.

See also the section on MA 601 in the departmental TA Development Goals (link at course website).

**Course Texts** The main texts for this course are

- Handbook for Mathematics Teaching Assistants, by Tom Rishel, and
- the MAA Instructional Practices Guide.

Both are available free online from links at the class website. Sections of these texts will be assigned as reading assignments during the course. I do not necessarily endorse all opinions expressed in these texts.

**Assessment and Grading:** Course grades will be based on class participation and assignments. Students are expected to be present and engaged at all course meetings, participating fully in discussions and class activities. If you are going to miss a class for any reason, please let me know. Class participation will account for 50 % of the overall grade.

In addition to reading assignments, I will also assign written assignments at various points during the course. These may include, but are not limited to, peer teaching observations, self-reflection writings, and teaching assignments. Written assignments also account for 50 % of the overall grade.

Plagiarism, cheating, falsification and misuse of academic records are of course bad things. University policy on these offenses is specified in the Code of Student Rights and Responsibilities available through the ombudsperson, and in the Senate rules (Section 6.3).

**Accommodations:** If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Updates to this document, along with announcements and problem sets, will be posted on the class website.