INCORPORATING NON-COGNITIVE SKILLS IN CO-REQUISITE MATH COURSES

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Success...

What does it take?
OUR MOTIVATION...

Students with poor academic behaviors or a lack of perseverance may be misperceived as students who are not motivated or students who do not care, when in fact they lack strategies or mindsets that would help them learn.
NON-COGNITIVE FACTORS

- Students believe they are capable of learning
- Students have skills, habits and know how to succeed in college setting
- Sense of Belonging
- Learning Strategies
- Academic Mindsets
- Students have confidence interacting with faculty and peers
- Socially tied to peers, faculty and the course
- Students believe the course has value
Rationale for These Activities?

Complete College Georgia Initiative: University System of Georgia “Momentum Year”

- Helping students make a "purposeful choice" when selecting a program of study
- **Assisting students in developing an "academic mindset" that promotes academic success**
- Ensuring students register for and complete nine credit hours in their general program area of study
- Ensuring students register for and complete their core English and math courses
belonging  [bih-lawng-ing]  noun

1. Secure relationship; affinity (esp in the phrase a sense of belonging)
A *Sense* of **BELONGING**

students feel socially tied to their peers, faculty and the course

“...I would dread going to math class...I never got it and felt too “dumb” to ask the teacher or anyone in that matter for help. I guess I didn’t want the teacher or classmates to think any less of me.”
Something that nobody would ever guess is true about you

An embarrassing or memorable teaching moment

A goal that you have for this year

A unique hobby or past time

A favorite place to visit or favorite trip that you have taken

An accomplishment that you are proud of
A Sense of BELONGING

Group Noticing Routine

Get to Know you Activity
Sharing Contact Info
Group Noticing Routine
Apps: Remind/Group Me/Whats App
Math Major Video
mind-set

[mahynd-set]
noun

1. the ideas and attitudes with which a person approaches a situation
ACADEMIC MINDSETS

students believe they are capable of learning

“After a few arguments with many math teachers about why my answers were wrong just because I did not solve the problem exactly like they did, I just gave up.”
Here I am, all set to write my autobiography, and I'm stuck!

What's the problem?

I can't remember the whole first half of my life!

Maybe your mom knows what you did.

I asked her. She said I did revolting things that are probably unpublishable.

Well no wonder you suppressed the memories.

Maybe I was in jail!
“Just because you are struggling doesn’t mean that you won’t get it, it just means that you are learning….Keep working those brain muscles, you will get it!”
I will only fail if I give up… so I will NOT give up!

I may not know how to do something today…but I WILL tomorrow!

I will approach math with a positive attitude!
Being in groups and being able to discuss how we came across our answers has played a big part in boosting my confidence and abilities in math. Both my classmates and my teacher have helped me feel accepted in the classroom and never have made me feel as if I were stupid or incapable of solving a problem.
perseverance

[pur-suh-veer-uh-uhns]

noun

1. steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement.
My first and foremost goal is to simply overcome my fear of math. After overcoming this initial fear, I would like to be able to thrive in the class, not just survive in the class.
PERSEVERANCE

SUCCESS

CRIT

SUCCESS

WHAT DO YOU THINK IT LOOKS LIKE

WHAT IT REALLY LOOKS LIKE

Never ever give up!

TENACITY
PERSEVERANCE

Engaging Students in Productive Struggle

• Murder Mystery Activity
• Green Glass Door
• 3 Letter Body Parts
How many can you find?
List as many 3 letter body parts as you can.
How many can you find?
Conferencing
Self Regulated Learning
Grit Self Assessment
Angela Duckworth —
http://angeladuckworth.com/grit-scale/
strategy

[strat-i-jee]

noun, plural strategies

1. a plan, method, or series of maneuvers or stratagems for obtaining a specific goal or result
LEARNING Strategies

students have skills, habits and know how to succeed in college setting

“I am concerned with the work load. I’m worried about being able to manage this class with others.”
LEARNING Strategies

- Short Videos - https://www.youtube.com/user/mathstudyskills
 有效的听讲及记笔记
 作业
 如何准备考试
 学习数学是不同的
 数学和考试焦虑
 资源
 时间管理

- 压力管理/压力重评估
- 考试包
- 备忘卡片复习
- 时间管理活动
behavior

[bih-heyv-yer]

noun

1. manner of behaving or acting.
2. often behaviors. a behavior pattern.
ACADEMIC BEHAVIORS

“Students have confidence interacting with faculty and peers.”

In high school, there were a lot of things I did to sabotage my ability to learn... I am a better student now... I plan to be honest with myself when I truly don’t understand something and I will seek help anytime.”
<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance</th>
<th>Group Work</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- absent</td>
<td>- absent</td>
<td>- absent</td>
</tr>
<tr>
<td></td>
<td>- walks out during class more than once</td>
<td>- uses cell phone/tablet/laptop for non-class purpose</td>
<td>- disruptive</td>
</tr>
<tr>
<td></td>
<td>- more than 1 behavior from 1 point criteria below</td>
<td>- does not sit with group</td>
<td>- disrespectful</td>
</tr>
<tr>
<td></td>
<td>- more than 1 behavior from 1 point criteria below</td>
<td>- more than 1 behavior from 1 point criteria below</td>
<td>- zoned out/sleeping</td>
</tr>
</tbody>
</table>

**Only one of these behaviors and none of the above:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance</th>
<th>Group Work</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- late</td>
<td>- not observed contributing</td>
<td>- negative</td>
</tr>
<tr>
<td></td>
<td>- walks out during class</td>
<td>- does not perform assigned role</td>
<td>- unsupportive of others</td>
</tr>
<tr>
<td></td>
<td>- leaves early</td>
<td></td>
<td>- does not pay attention</td>
</tr>
</tbody>
</table>

**All of these behaviors and none of the above:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Attendance</th>
<th>Group Work</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>- is present</td>
<td>- actively contributes</td>
<td>- positive</td>
</tr>
<tr>
<td></td>
<td>- on time</td>
<td>- performs assigned role</td>
<td>- supportive of others</td>
</tr>
<tr>
<td></td>
<td>- stays for entire class</td>
<td></td>
<td>- pays attention</td>
</tr>
<tr>
<td></td>
<td>- does not walk out during class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implementing in Your Class

• HOW MUCH TIME SHOULD I SPEND IN CLASS?
With MATH 0997 now being 3 credit hours, instructors should use part of the class each week (about 50 minutes) to discuss non-cognitive topics and study skills. Mastering these skills will increase the academic success of learning support students. The 50 minutes per week can be completed all at one time or spread out over the class meetings in a week.

• WHAT KIND OF ACTIVITIES AND WHERE DO I FIND THEM?
On the following pages are some ideas of what these topics should include and where to find videos or other activities to support you in this endeavor. You do not have to do ALL of these activities. These are suggestions of the types of things you can do. These and additional resources are stored in the Shared Drive. To access the Shared Drive mentioned in this document, go to the U: drive, Depts, Mathematics, 0997 Materials, Productive Academic Mindset Activities.
Timeline Suggestions

Week 1: M&M Icebreaker (In Class), Math Autobiography (At Home), Math Affirmations (In Class)

Week 2: Time Management/Estimation Activity (In Class, MyMathLab)

Week 3: How to Review/Study for a Math Test/Resources (In Class), Growth Mindset Videos 1 & 2

Week 4: Test #1 Conference/Exam Wrappers, College Transition
QUESTIONS?

Heather.Howington@ung.edu

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AMATYC 2018 Annual Conference
Session S061: Incorporating Non-Cognitive Skills in Co-requisite Math Classes

Presenters: Heather Howington and Mike Sieve

NOTE: This resource is what Heather uses with her faculty at University of North Georgia. Any item that refers to the shared drive is instead included at the end of this document. If you can’t find something that you are looking for, please feel free to reach out to us with any questions that you may have. Thanks so much for attending our session! We thoroughly enjoyed it!

Heather.Howington@ung.edu
Mike.Sieve@ridgewater.edu
RESOURCES FOR USE IN MATH 0997/1001

- **HOW MUCH TIME SHOULD I SPEND IN CLASS?**
  With MATH 0997 now being 3 credit hours, instructors should use part of the class each week (about 50 minutes) to discuss non-cognitive topics and study skills. Mastering these skills will increase the academic success of learning support students. The 50 minutes per week can be completed all at one time or spread out over the class meetings in a week.

- **WHAT KIND OF ACTIVITIES AND WHERE DO I FIND THEM?**
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- **WHAT OTHER RESOURCES ARE AVAILABLE?**
  - You can copy a course created for the department in MyMathLab (MML). 3 types of Assignments have been created that you can use as is or edit to your preference.
    - *Chapter Skills Check and Skills Review Homework* (paired together) – These contain objectives that are considered pre-requisite material for that chapter. These should be assigned prior to beginning material in that Chapter. Students must do the Skills Check first. Then MML will use the Check to generate a personalized Skills Review Homework based on their skill level.
    - *Additional 0997 Assignments* – Growth Mindset Videos w/questions, Pre-Tests with a Homework (Post-Test) for College Transition, Stress Management, Time Management, and Financial Literacy.
    - *Homework for Sections in 1001* - There are pre-built assignments from the author (e.g., Section 1.3 Homework). There are assignments used by Heather Howington in a previous semester (e.g., 1001 #1 – 1.3). You can use either of those or create your own from scratch.
  - If you feel like your students need more practice with pre-requisite material than what they get in MML, there are Content Worksheets in the Shared Drive. Here are the textbook sections that correspond with the worksheets so you know when to do them:
    - *Worksheet #1* - 1.3 (Rounding, Place Value), 8.1 (fractions to decimals), 9.3&9.4 (order of operations)
    - *Worksheet #3* - 9.5 (simplify/multiply fractions, equivalent fractions)
    - *Worksheet #4* - 7.1 (operations with pos/neg numbers)(combine like terms)(basic linear eqns)(coordinate plane/plot points)(graph lines)
    - *Worksheet #5* - 7.1&7.2 (linear eqns w/fractions)(solve linear eqn for y)(slope)
    - *Worksheets #6* - #11 aren't really PRE-REQ material - more just extra problems to supplement class work in 1001
    - *Worksheet #12* - 7.3 (getting ready to factor)
WHY ARE WE DOING THIS?
Just as a reminder... this additional hour along with these types of activities came out of the University System of Georgia’s Complete College Georgia “Momentum Year” Initiative.

- Helping students make a "purposeful choice" when selecting a program of study
- Assisting students in developing an "academic mindset" that promotes academic success
- Ensuring students register for and complete nine credit hours in their general program area of study
- Ensuring students register for and complete their core English and math courses

Getting to Know You Activities:

Week 1: People Bingo and M&M Icebreaker example can be found in Shared Drive or use another activity. Some examples can be found below.

https://ucat.osu.edu/bookshelf/teaching-topics/shaping-a-positive-learning-environment/12-icebreakers-college-classroom/
https://www.lcc.edu/cte/resources/teachingettes/icebreakers.aspx
https://www.facultyfocus.com/tag/icebreakers-for-the-college-classroom/

Goal Setting or Math Autobiography:

Week 1: Math Autobiography example can be found in Shared Drive or use your own goal setting activity. Some examples can be found below. I scan in all Math Autobiographies and keep for an end of semester activity, make comments on the original and give back to students.

https://www.umassd.edu/fycm/goalsetting/resources/smartgoals/
https://blog.cengage.com/top_blog/tips-for-students-how-to-reach-your-academic-goals-in-college/

Math Affirmations:

Week 1-3: Class Activity handout and Take-Home Assignment examples can be found in Shared Drive.

Math Affirmations article (from MathAMATYC Educator) can be found in Shared Drive. The article describes a class activity. Below are more examples of Affirmations for Math Success.

https://motivationalmagic.wordpress.com/2010/02/16/math-positive-affirmations-math-positudes/
Time Management:

Week 2 or soon after Test #1.

Assignment in MyMathLab.

Weekly Time and Study Planner activity example can be found in Shared Drive.

http://www.pdfcalendar.com/monthly/ (Make your own monthly calendars to keep track of all assignments, quizzes, due dates for classes)

Growth Mindset:

Assignment in MyMathLab: Can assign all at the same time, one each week for the first 4 weeks (I am assigning the #1 and #2 in Week 3 and #3 and #4 in Week 6)

0997 Growth Mindset #1 – “Do You Have a Growth Mindset” video (3:48) and questions

0997 Growth Mindset #2 – “The Power of Making Mistakes” video (3:16) and questions

Growth Mindset (Continued):

0997 Growth Mindset #3 – “The Power of Yet” video (4:10) and questions

0997 Growth Mindset #4 – “Embracing Challenges” video (3:54) and questions

Have students read the 17 Ways to Develop a Growth Mindset (link below)

Activity options: have students write individually on 2 of the 17 ways that they want to work on or that apply to them, or have students get in pairs and share their thoughts on the list.

https://www.developgoodhabits.com/fixed-mindset-vs-growth-mindset/

UNG Learning Support webpage, Academic Resources, Grow Your Brain Module has 3 mindset videos for students

https://ung.edu/learning-support/academic-resources.php

TEDx Talks - Jo Boaler, Stanford mathematics education professor, shares the brain research showing that with the right teaching and messages, we can all be good at math.

https://www.youtube.com/watch?v=3icoSeGqQtY (12:57)

Good articles to understand mindset.

https://www.edutopia.org/article/growth-mindset-resources

Math Study Skills:

Short videos that can be viewed in class and discussed in small groups or as a whole class. While all of these would benefit from being viewed during the first 2 week, we only have so much class time available. So you can fit these in at any time during the course. “How to Study for an Exam” should be done at least one week prior to your first test.

https://www.youtube.com/user/mathstudyskills

Effective Listening and Note-Taking (5:10) - Topics include how to be an active listener, how to organize your math notebook, and how to use your notes as a resource.

Homework (6:12) - This lesson focuses on the importance of doing homework, and how to most effectively complete homework assignments.
How to Study for an Exam (6:22) - Addresses strategies associated with preparing for an exam, as well as some basic exam taking strategies.

Learning Math is Different (6:14) - This video explores four main things: myths about math, how math builds, math is not a spectator sport, and how college math is different than high school math.

Math and Test Anxiety (5:21) - This video focuses on the causes of math and test anxiety, symptoms of it, and tools for how to overcome it.

Resources (3:33) - This video lists the resources available to students to get help in math and make good academic choices.

Time Management (7:30) – This video will cover some of the things students spend time doing studying for math as well as how long students should expect on these things.

Exam Wrappers:

Use after any test in conjunction with a student conference or a writing assignment in or out of class. Some examples can be found below.

https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/exam- wrappers

https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers

https://www.cmu.edu/teaching/designteach/teach/examwrappers/

Student Conferences:

I require (attach points in 0997 grade) each student to conference with me in my office after Test #1. I do not give the tests back or post their grades until the conference. This semester I am going to also conference with students at risk (failing after Test #2) before the midpoint.

Test #1 Conference Sheet, How to Make an Appointment with Me Through Banner, and Conference Sign-Up Sheet can be found in Shared Drive.

College Transition:

Assignment in MyMathLab.

Sample Activity: Divide the class into 5 groups and give each group one of the 5 headings from the document linked below. Have each group brainstorm ways in which they think the heading on the left (deals with High School) and the heading on the right (deals with College) are different. Have each group give a short presentation to the class and add any additional comments. Then give the students a copy (display on the board) of the document. I have large flip-charts in my office if anyone wants to borrow them.

https://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool

Stress Management:

Assignment in MyMathLab.

Example of In-Class Activity (show students campus resources to help with stress) is in the Shared Drive.
GRIT/Perseverance:

UNG Learning Support webpage, Academic Resources, Grow Your Brain Module, Determine your Mindset (first bullet), #3 – determine how “gritty” you are. This takes you to an Angela Duckworth Grit Scale quiz. After taking the quiz, students get more information on GRIT.

https://ung.edu/learning-support学术资源.php

Quantitative Information Around You:

~ Weeks 9-12: Handout WILL BE in Shared Drive. Something like: Assignment (individual, pair, or group) to find quantitative information that relates to students’ everyday life. A one-page visual including what quantitative information is found, any math skills studied in class needed to understand or related to, etc. A short presentation will be done in class during the following 2-3 weeks.

Reflection on Math Autobiography:

Week 15: Reflection on Math Autobiography can be found in Shared Drive. Attach students’ original math autobiography to the instructions.

Final Exam Review Assignment:

Weeks 1-15: Handout for students can be found in Shared Drive. At the beginning of a unit, a review sheet with explicit objectives to be covered on the unit test will be posted in D2L and/or given to students to keep in their class notebook. At the end of each class or beginning of the next class, students will be prompted to find a problem from their notes or homework that correspond to the objectives on the review sheet from that class. Students will write the problem on one side of an index card and the solution worked out on the other side. By the time they take the unit test they will have a complete set of problems to study for the test. The students will turn these in on unit test days to be graded. By the end of the semester the students will have their set of index cards for the entire semester to study for the final exam.

Interesting Videos to Watch in Class or Assign:

A math major talks about fear: https://www.youtube.com/watch?v=Xs9aGVUZ3YA (4:13)
Stuck on an Escalator – Problem Solving: https://www.youtube.com/watch?v=Kq65aAYCH0w (1:52)
Backwards Bike - Mindset: https://www.youtube.com/watch?v=MFzDaBzBJL0 (7:57)
**People Bingo**

When you find someone who matches the characteristic given, have them sign their first name in the square. Shout “Bingo!” when you fill the entire grid with names! You can only use the same person TWICE.

<table>
<thead>
<tr>
<th>Has a birthday in December</th>
<th>Has read a book for enjoyment in the past 3 months</th>
<th>Was on a sports team in high school</th>
<th>Has the same major as you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loves country music</td>
<td>Has more than 3 siblings</td>
<td>Is currently married</td>
<td>Has a cat</td>
</tr>
<tr>
<td>Has lived in a state other than Georgia</td>
<td>Can play a musical instrument well</td>
<td>Has never broken a bone</td>
<td>Likes Math</td>
</tr>
<tr>
<td>Works full time</td>
<td>Was a boy scout or a girl scout</td>
<td>Is left-handed</td>
<td>Has a tattoo</td>
</tr>
<tr>
<td>Has bungee jumped</td>
<td>Is a Vegetarian</td>
<td>Goes by their middle name</td>
<td>Is named after a family member</td>
</tr>
</tbody>
</table>
# People Bingo

When you find someone with the characteristic given, have them sign their first name in the square. Shout “Bingo!” when you get any horizontal, vertical, or diagonal bingo. You can only use the same person ONCE.

<table>
<thead>
<tr>
<th>Has tried bungee jumping or skydiving</th>
<th>Was on a sports team in high school</th>
<th>Has been to a concert in the past 6 months</th>
<th>Travelled more than 1000 miles to get here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is left-handed</td>
<td>Rides a motorcycle</td>
<td>Was a child model or actor</td>
<td>Has been teaching for 5 years or less</td>
</tr>
<tr>
<td>Has travelled outside of North America</td>
<td>Has never broken a bone</td>
<td>Has a birthday in February</td>
<td>Speaks more than two languages fluently</td>
</tr>
<tr>
<td>Has a unique hobby</td>
<td>Plays a musical instrument</td>
<td>Has a tattoo</td>
<td>Is a middle child</td>
</tr>
</tbody>
</table>
Welcome to Class Email

This is an email that I send to all of my students about 4 days before classes begin. It introduces myself to the students and also stresses the importance of being there on the first day of class. I send it to each students’ personal email that the school has on file. This requires a little more leg work on my part (trying to get these emails as opposed to their college email), but it is worth the effort. I think it works quite well because since incorporating into my classes, I have typically had every student present on the first day of class.

Greetings!

I hope that you all had a great winter break. My name is Mike Sieve and I will be your instructor for Math 99 - Mathematical Reasoning this spring semester. I look forward to meeting each and every one of you on the first day of class. I’m sure that you already know this, but I wanted to send out a reminder. The first day of class is Monday, January 8. Class begins at 8:40 am and meets in room 158 on the Hutchinson campus.

This math class is going to be different from most of the math classes that you have taken in the past. We will be going over in detail what that means throughout the first week of class. Because of this, it is extremely important that you are there on the first day. We will be going over so many important pieces of information and we will be setting the stage for the rest of the semester. If you have any questions or concerns, please let me know.

I look forward to seeing you all on Monday morning!

Thanks,
Mike
Link to Video - A Math Major Talks About Fear:
https://www.youtube.com/watch?v=Xs9aGVUZ3YA

Published on Oct 21, 2013

Note from the creator:

As I’m entering the last year (Finally! Woohoo!) of my undergrad degree in mathematics, I’m thinking more and more of the people I know who have tried to convince me that there was never any hope for them in math - these are some of the most creative and brilliant people I know, but instead of seeing mathematics as something they could master, they see it as a curse.

This makes me sad. I mean that. It makes me sad. Because many of these people have given up on their childhood dreams of working in robotics or space sciences or design because they had been convinced that they just didn’t have the "gift" of understanding math. Because some of these people are still children, and it breaks my heart to see them defeated unnecessarily.

Because I was almost defeated by these attitudes myself.

Because I believe that STEM fields benefit from the inclusion of people with "non-traditional" backgrounds, and I cringe when I see people justify keeping them out. And I cringe when I see people justify keeping themselves out.

And I know (boy, do I know) that feeling like a failure in math does not mean you are a failure in math.

You just don’t understand it yet. (Yet!)

And so these are my rambling words of encouragement. There will be more.

Contact Information:

Heather Howington, University of North Georgia – Heather.Howington@ung.edu

Mike Sieve, Ridgewater College – mike.sieve@ridgewater.edu
Write a three paragraph paper using the following format:

First Paragraph: Introduce yourself to me. What is your major/field of interest? What is your background in Mathematics, ie) What courses have you taken? How long ago did you take them? Etc.

Second Paragraph: Reflect on your relationship with mathematics. Do you enjoy mathematics or do you dread it? Why do you feel the way that you do? Was there a pivotal experience or teacher that shaped your attitude?

Third Paragraph: State one or two of your goals for this course and list strategies you will use to help you reach your goals. Be sure to provide specific details! What do you expect to get out of the course? What would help you out in the course? Etc.

Your response must be typed and **no shorter than one page and no longer than two pages**.  
*Be sure to use correct grammar and spelling!*

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**This is due at the beginning of class on Friday, August 31, 2018**
Reflection on Math Autobiography - 10 points

Attached to this paper is your Math Autobiography you wrote at the beginning of the semester.

Write a three paragraph paper using the following format:

First Paragraph: Reflect on your relationship with mathematics after taking this course. Do you feel the same way you did at the beginning of the semester? Do you enjoy mathematics any more now? Do you still dread it? Do you feel your confidence in your mathematical ability has changed, if so, how?

Second Paragraph: Reflect on activities we did in this course. Did any of the activities help alleviate your math anxiety in any way? Do you feel a sense of belonging/community in the class? If so, what made you feel that way? If you don’t, why do you think you don’t? What could you or the instructor or your classmates have done differently?

Third Paragraph: Reflect on your goals you made for the course. Did you accomplish what you wanted? Is there anything about the course that you really like? Really don’t like? What suggestions would you like to make to the instructor for next semester? How could he/she do things differently to help students succeed?

Your response must be typed and no shorter than one page and no longer than two pages.

Be sure to use correct grammar and spelling!

This is due at the beginning of class on Friday, May 4, 2018
MATH AFFIRMATIONS ACTIVITY

- Begin a conversation with the class about whether they are usually a positive or negative person. Discuss how their attitudes and beliefs about themselves can affect many aspects of their lives including their education.
- Let them know that you want them to have a positive experience in your class, and that you are dedicated to helping them work on being a more positive person – especially when it comes to math.
- Positive affirmations are a technique used to re-train our minds to bring about positive change by repeating key phrases.
- Give students the math affirmations list on the next page or create a few of your own. Lists can be found in the following links:
- Instruct students to get in groups of 3 or 4 and talk about the math affirmations, and then come up with one or two of their own. Once every group has had some time to do so, have each group report out and then have the class discuss and refine these newly created affirmations. Then hopefully by the end of the activity you would have a set of 10-15 affirmations that the class came up with together.
- Type up the complete list and give to students in the next class meeting.
- Encourage students to keep them in their notebooks or post them where they study at home. Students can make a habit of reading them every day and especially when they are stressed. Soon they will have them memorized and their brain will subconsciously and automatically kick in to the positive outcomes they desire.
- You could also post them on the board while students are coming into class or leave on the board while they are taking tests.
Positive Affirmations are positive phrases that you repeat to yourself which describe how you want to be. When you first start saying your positive affirmations, they may not be true, but with repetition they sink into your subconscious mind and you really start to believe them. They eventually become your reality, and they actually become true. Over time they overwrite any limiting or negative beliefs you may have about yourself or about not being able to do something, and replace them with positive thoughts and beliefs which instill confidence, belief, positivity, ambition and much more.

**MATH AFFIRMATIONS**

1. I am capable of learning and doing math.
2. Math is everywhere in the world.
3. Hard work is often mistaken for luck or natural ability.
4.

5.
Before you can establish study time, you need to know how you currently use and manage your time.

Record all of your weekly activities, including time for driving, sleeping, eating, attending class, working, exercising, etc.

Plan study time. Some general guidelines:
- Spend 2 hrs studying for each hr in class. A 3-credit hour class will require an average of 6 hrs of study time each week
- Devote some time each day to studying math. Do not cram all study hours for the week on one day
- The best time to study is the hour immediately after class or as soon as possible after class

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<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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MATH 0997 – TEST #1
POST-TEST CONFERENCE

# of Absences: ________

0997 MyMathLab Grade: ________

0997 Worksheet Grade: ________

1001 MyMathLab Grade: ________

Grade on Test #1: ________

Did you meet your grade goal? or Were you happy with your grade? ________

If you answered YES, list three things you did that contributed to meeting your goal.

If you answered NO, list three things you can do before Test #2 to get a better grade.

WORKSHEET #3
DUE: 1 week from your conference

For every wrong answer on the test, you should write out the correct answer.
Fold a FRESH sheet of paper in thirds.

- On the left third of the paper, write the original problem with your original work.
- In the middle third, write the correct solution to the problem.
- On the right third, work a similar problem (find in your notes, MyMathLab HW, textbook) to ensure that you can do this type of problem correctly.
- See EXAMPLE on back.
- Do Not Write on the Original Test. Turn in the original test and your corrections one week from this conference.
Test One Corrections

What I wrote | The right way | Another Example
---|---|---
#4 $24 + 6 \div 2 \times 3$ | $24 + 6 \div 2 \times 3$ | pg 201 #7
$24 + 6 \div 6$ | $24 + 6 \div 6$ | $30 - 12 \div 4 \times 3$
$24 + 1$ | $24 + 1$ | $30 - 3 \times 3$
25 | 33 | 21

*Multiply or divide as they occur from left to right*
Math 99: Mathematical Reasoning  
Module 1 Test Corrections, October 2, 2018

After much thought and deliberation, I have decided to allow each and every one of you to make up some of the points that you lost on the Module 1 Exam. I am doing this because I believe that each of you knows more than was demonstrated on this test. With this being your first exam in this type of math class, you may have struggled with the format. Since every single problem was in context as a word problem, it required more reading and more thought. I believe that now that you know what the test will look like in the future, you will all perform at a higher level. With that being said, here is an outline of what I would like you to do in order to earn points back on this Module 1 exam.

1. I would like you to go through your entire exam and correct every problem in which you lost points on. This includes multiple choice problems, true/false problems, and the free response questions. You need to show all of your work on these problems in order to earn points back. See the example below for what I expect to see (This was not a problem on the test, rather an example of the work I expect.)

   The USGS estimated that there are 332,500,000 cubic miles of water on the earth, and that 321,000,000 of these cubic miles make up the world’s oceans. Calculate the percentage of all water on earth that is found in the ocean. Round your answer to the nearest tenth of a percent.

2. You will need to sign up for a conference with me so that we can go over your test and discuss areas in which you performed well as well as those areas that need improvement. We can also discuss any questions or concerns that you have up to this point in the class. There is a signup sheet located on my office door.

3. You will receive 10 participation points for completing both (1) and (2) above.

4. In addition, if you make all of your test corrections, and show all of your work on these problems, I will add 25% of the points that you missed on the Module 1 exam back to your exam.

   For example, if you received a 64/100 on your exam, this means you missed 36 points. Now 25% of 36 is 0.25*36 = 9. So, I would give you 9 points back on your exam. Thus, the new score you would receive would be 73/100.

   This can have a significant impact on your grade! As you can see from the above example, it changed the grade from a D to a C.

   All of the above items, including the conference with me must be completed by Tuesday, October 9, 2018.
Once again, I am requiring each of you to reflect on your Module 2 exam:

1. I would like you to go through your entire exam and correct every problem in which you lost points on. This includes multiple choice problems, true/false problems, and the free response questions. You need to show all of your work on these problems. Remember **YOU MUST SHOW ALL WORK ON THESE PROBLEMS!**

2. Compare your Module 1 Exam score to your Module 2 exam score by completing the following:

<table>
<thead>
<tr>
<th>Module 1 Exam Score</th>
<th>Module 2 Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(original score before you earned points back)</td>
<td></td>
</tr>
<tr>
<td>Absolute Change in Exam Scores</td>
<td></td>
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<tr>
<td>Relative Change in Exam Scores (round to the nearest tenth of a percent)</td>
<td></td>
</tr>
</tbody>
</table>

If your score increased from the Module 1 Exam to the Module 2 Exam, list 3 things that you did differently that caused your score to increase. If your score decreased, list 3 things that you can do to improve your score on the next exam.

   1. 
   2. 
   3. 

3. **Optional:** You can meet with me so that we can go over your test and discuss areas in which you performed well as well as those areas that need improvement. We can also discuss any questions or concerns that you have up to this point in the class. There is no need to sign up for this, just stop by anytime my office door is open and I am more than happy to discuss things with you.

4. You will receive 10 participation points for completing (1) through (2) above.

   **This sheet needs to be completed and turned in by Wednesday, October 31, 2018.**
Is your Test #3 grade higher or lower or about what you thought you would make?

How prepared did you feel the day of the test?

How many hours do you think you spent studying?

How were those hours distributed? i.e. the night/day before the test, a few days before, multiple days before, etc.

When did you complete your notecards for the test?

The final exam is in 6 weeks. Come up with a study plan for the final exam. Set goals for studying and set aside time each week from now until the final.
WhoDunnit???

Someone’s been murdered and it’s your job to solve the crime.

**Basic Rules:**

- You can only read what is on your cards to the rest of the group. No showing your cards to other members of the group!
- You cannot write anything down! You are only allowed to communicate verbally.

In groups of 7 or 8, it is your goal to solve the mystery:

**Who died?**
**Where did they die?**
**How did they die?**
**What time did they die?**
**Who was the killer?**
**Why was the victim killed?**

This activity was adapted from: Dr. Catherine Roberts, Northern Arizona University, 1997

These clues were adapted from: Learning Discussion Skills Through Games, Gene and Barbara Dodds, Stanford, Citation Press/Scholastic Books 1969
Mr. Kelley had destroyed Mr. Jones business by stealing all of his customers.

Mr. Jones told Mr. Kelley that he was going to kill him.

The elevator operator saw Mr. Kelley’s wife go to Dr. Scott’s apartment at 11:30 pm.

Ms. Smith saw Mr. Kelley go to Mr. Jones’ apartment building at 11:55 pm.

Mr. Jones shot an intruder at his apartment building at midnight.

Only one bullet had been fired from Mr. Jones’ gun.

Mr. Kelley’s blood stains were found on the carpet in the hall outside of Mr. Jones’ apartment.

The elevator operator reported to police that she saw Mr. Kelley at 12:15 am.

When the elevator operator saw Mr. Kelley, Mr. Kelley was bleeding slightly, but did not seem too badly hurt.

The elevator operator saw Mr. Kelley go to Dr. Scotts’ room at 12:25 am.
<table>
<thead>
<tr>
<th>A knife with Mr. Kelley’s blood on it was found in Ms. Smiths’ yard</th>
<th>The knife found in Ms. Smiths’ yard had Dr. Scott’s fingerprints on it</th>
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</thead>
<tbody>
<tr>
<td>Ms. Smith said that nobody left the apartment building between 12:25 am and 12:45 am</td>
<td>The elevator operator went off duty at 12:30 am</td>
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<tr>
<td>The elevator operator said that Ms. Smith was in the lobby of the apartment building when she went off duty</td>
<td>Mr. Kelley’s body was found at 1:30 am</td>
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<tr>
<td>Mr. Kelley’s body was found in the park</td>
<td>Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with the police</td>
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<tr>
<td>When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back</td>
<td>It was obvious from the condition of Mr. Kelley’s body that it had been dragged a long distance</td>
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<tr>
<td>Mr. Kelley’s blood stains were found in Dr. Scott’s car</td>
<td>When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>The bullet taken from Mr. Kelley’s thigh matched the gun owned by Mr. Jones</td>
<td>Mr. Kelley’s wife disappeared after the murder</td>
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<tr>
<td>Police were unable to locate Dr. Scott after the murder</td>
<td>The elevator operator said that Mr. Kelley’s wife frequently left the building with Dr. Scott</td>
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<tr>
<td>Ms. Smith often followed Mr. Kelley</td>
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</table>

**Who died?**  
**Where did they die?**  
**How did they die?**  
**What time did they die?**  
**Who was the killer?**  
**Why was the victim killed?**
The Green Glass Door

Only certain things can pass through the Green Glass door. Can you figure out what they all have in common?

**Basic Rules:**

- You can only ask the instructor questions about what can pass through the green glass door.

  *For example, you can ask the question “Can a zebra pass through the green glass door?”*

- Your instructor will answer with a simple yes or no

- Students will alternate asking questions until all students have found the solution to the question of what can pass through the green glass door.

- Once you are confident that you have found the solution to what can pass through the green glass door, continue to ask questions to reinforce your belief and to help students reach the same conclusion.
The Green Glass Door Facilitation Prompts

1. Start the activity by telling the students one thing that can pass through the green glass door as well as one thing that cannot pass through the green glass door.

For example:

*Coffee can pass through the green glass door, however, tea cannot.*
*Giraffes can pass through the green glass door, however, elephants cannot*

2. Try to make it fun for the students. Incorporate their names into the activity and try to think on the fly as students continue to ask their own questions.

3. If students are struggling while trying to reach the solution, offer up some hints:

   - Tell them it may help to write things down
   - Have them make of list of those things that can pass through the green glass door and those things that cannot pass through the green glass door
   - Ask them if they notice any patterns in these lists.

Solution to the problem:

*Only those things that have double letters are allowed to pass through the green glass door.*
Statement containing quantitative information: As Always...70% Less Fat! than the average of the leading chocolate candy brands*

Mathematical concepts necessary to understand statement: What a percentage is and what is meant by the concept of average.

Does the statement seem reasonable? Is it at all misleading? I think that this statement does seem reasonable. After doing a little bit of research, I found that the average candy bar contains 10 grams of fat. Now, assuming that the 70% is a relative change, 70% of 10 grams is $0.70 \times 10 = 7$ grams. So a York Peppermint Patty should contain approximately 7 grams of fat less than the average candy bar, thus it should contain $10 - 7 = 3$ grams of fat. According to the wrapper, it contains 2.5 grams of fat, so the statement is reasonable. It is a little deceptive since they really emphasize the 70% less to make it seem like a lot more than it actually is. If the statement instead said “As Always...7 Fewer Grams of Fat! than the average candy bar”, the statement would not sound nearly as powerful. In addition, the wrapper puts the “70% Less Fat” in big bold letters, but then adds the “than the average of the leading chocolate candy brands” in tiny font so that it is almost unreadable.
MATH 0997 - HOWINGTON
FINAL EXAM ASSIGNMENT - REVIEW NOTECARDS

- At the beginning of a unit in 1001, a review sheet with explicit objectives to be covered on the unit test in 1001 will be posted in D2L and/or given to keep in your class notebook. These objectives will be listed by section and numbered on the review sheet.

- At the end of each class or section, you will need to find a problem from your notes or homework that correspond to the objectives on the review sheet.

- You will write the problem on one side of an index card and the solution worked out on the other side. (Example shown below)

- Things to notice on the example that you should include on EVERY card:
  - Test #
  - Objective #
  - Write out the objective

- You will turn in your set of notecards on unit test days in 1001 to be graded. To be accepted, notecards must:
  - Be bound together in some way – with a metal ring, with a rubber band, in a notecard case
  - Be in numerical order
  - Be all turned the same direction

- By the end of the semester you will have your set of index cards for the entire semester to study for the final exam in 1001.
<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAY</th>
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<tr>
<td>8/21</td>
<td>Syllabi for both classes, M&amp;M Icebreaker, Handout – Math Autobiography Assignment</td>
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<td>8/23</td>
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<td>Intro to MyMathLab</td>
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<td>Assign Chapter 1 and Chapter 8 Skills Check</td>
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<td><strong>Week 1:</strong> M&amp;M Icebreaker (In Class), Math Autobiography (At Home), Math Affirmations (In Class)**</td>
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<td>Time Management Activity</td>
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<td>Review Notecards (After finish 7.5 in 1001 class)</td>
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<td>Worksheet #1</td>
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<td>MyMathLab</td>
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<td><strong>Week 2: Time Management/Estimation Activity (In Class, MyMathLab)</strong></td>
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<td>8.1, 9.5</td>
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<td>How to Study for Exam/Resources Videos 9.5</td>
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<td><strong>Week 3: How to Review/Study for a Math Test/Resources (In Class), Growth Mindset Videos 1 &amp; 2 (MyMathLab – due 9/13/18)</strong></td>
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<td>Math Affirmations Activity</td>
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<td>Questions for Test #1</td>
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<td>TEST #1</td>
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<td>9/18</td>
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<td>Worksheet #2 (finish)</td>
<td>MyMathLab</td>
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**Week 7:**

2.3 **TEST #2**

**Week 8: Test #2 Conference with At Risk Students, Advising**

3.1, 3.2 3.2

**Week 9: Stress Management (MyMathLab), GRIT/Perseverance**

3.3 3.4

**Week 10: Quantitative Information Around You (Intro to Activity)**

12.1 12.2

**Week 11: Quantitative Information Around You (Present In Class)**

12.3 13.1

**Week 12: Quantitative Information Around You (Present In Class)**

13.2 13.3
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<td>11/15</td>
<td>Counseling Dept Presentation Stress Management – Lauren Howard</td>
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<td>Week 13: Quantitative Information Around You (Present In Class)</td>
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<td>MATH 1001 EXAM TIME 12:40 p.m. – 2:40 p.m.</td>
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