**Time and Place:** MoWe 8:00AM-9:40AM in NAC 6/114

**Final:** Wed May 21st 8:00-10:15am in NAC 6/114

**Texts:** 1) Billstein, Libeskind, Lott: A Problem Solving Approach to Mathematics for Elementary School Teachers (Pearson Publ.) 13th ed.

2) Supplemental sheets provided by instructor.

**Lecturer:** Elijah Gadsby, **email:** [egadsby@ccny.cuny.edu](mailto:egadsby@ccny.cuny.edu)

**Course Supervisor:** Thea Pignataro, **email**: [thea@ccny.cuny.edu](mailto:thea@ccny.cuny.edu)

**Content**

8-1, 8-2, 8-3, 8-4 Algebraic Thinking

9-1, 9-2, 9-3, 9-4 Probability

10-1, 10-2, 10-3, 10-4 Statistics

11-1, 11-2, 11-3, 11-4 Geometry

13-1, 13-2 13-3 13-4, 13-5 Area and Volume

**AND** Geometry sheets provided by the instructor

**Course Assessment Tools**

Homework/Activities: 30%

Midterm: 30%

Final: 40%

**Calculators**

For this course you must have a scientific calculator. You MAY NOT use your cell phone for calculations.

**Tests**

At least one week of notice will be given for midterms and quizzes. Make-ups will only be given with sufficient reason and verifiable documentation, and only if the student has contacted me prior to the next class following the test.

**Math 185 - Course Learning Outcomes (CLO)**

After taking this course the student should be able to:

Contributes to

Departmental Learning

Outcome(s):

1. apply a number of different strategies (Including simple algebra) to solve a variety of problems. a, b, c

2. solve linear equations involving fractions, decimals, and percents. a, b, c

3. identify when relationships involve ratios and proportions and solve problems involving them. a, b, c

4. translate real-world relationships into equations and solve them. a, b, c

5. demonstrate a knowledge of the relationship, as well as the distinction, between theoretical   
and empirical probability. . a, c, e1

6. analyze games, compute probabilities of complementary and compound events, and solve  
simple counting problems. a, b, c, d, e1

7. interpret statistical graphs and numerical data, as well as calculate and use measures

of central tendency and variation. a, b, c, d

8. understand and distinguish units of length, area, and volume. a, e1

9. understand and apply unit conversion in 1, 2, and 3 dimensions. a, c, d

10. recognize two dimensional figures (e.g. rectangles, parallelograms, triangles, trapezoids and circles)

and understand their properties, including the Pythagorean Theorem. a, b, c, e1, e2

11. explore simple properties of solid figures. c, e1, e2

12. explain orally and in written form the meaning of mathematical terms, operations and theorems,  
as well as solutions to problems. a, e1, e2

**Note: use of technology is limited to the use of a scientific calculator**

**DEPARTMENTAL LEARNING OUTCOMES**

***The mathematics department, in its varied courses, aims to teach students to***

*a. perform numeric and symbolic computations  
b. construct and apply symbolic and graphical representations of functions  
c. model real-life problems mathematically  
d use technology appropriately to analyze mathematical problems  
e. state (e1) and apply (e2) mathematical definitions and theorems  
f. prove fundamental theorems*

*g. construct and present (generally in writing, but, occasionally, orally) a rigorous mathematical argument.*