Eastern Illinois University

New/Revised Course Proposal Format

(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-39
Effective: Fall 2016

Banner/Catalog Information (Coversheet)

1. **__x__New Course or _____Revision of Existing Course**
2. **Course prefix and number:** ___MAT 5000_____
3. **Short title:** ___Graduate Seminar____
4. **Long title:** ___Mathematics Graduate Seminar_____
5. **Hours per week:** _1__ Class _0__ Lab _1__ Credit
6. **Terms:** _x__ Fall __x_ Spring ___ Summer ___ On demand
7. **Initial term**: __x_ Fall ___ Spring ___ Summer Year: __2016____
8. **Catalog course description:** _Introduction to reading and speaking about mathematics.
9. **Course attributes:**

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    ___ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical __x_ Other, specify: __Combination of faculty lectures, student lectures and independent research.__

    Mode(s) of Delivery:

    _x__ Face to Face ___ Online ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. _____N/A_____
12. **Equivalent course(s):** _____N/A_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes __x_ No

13. **Prerequisite(s):** __ Admission to the MA Mathematics graduate program _____

    a. Can prerequisite be taken concurrently? ___ Yes __x_ No

    b. Minimum grade required for the prerequisite course(s)? _N/A__

    c. Use Banner coding to enforce prerequisite course(s)? ___ Yes _x__ No

    d. Who may waive prerequisite(s)?

___ No one __x_ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. **Co-requisite(s):** _____N/A._____

15. **Enrollment restrictions**

    a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** MA in Mathematics____

    b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** __N/A_____

16. **Repeat status:** ___ May not be repeated _x__ May be repeated once with credit

17. **Enter the limit (minimum), if any, on hours which may be applied to a major or minor:** _3__

18. **Grading methods:** __x_ Standard ___ CR/NC __ Audit ___ ABC/NC

19. **Special grading provisions:**

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
    Supplemental Materials or Software_____N/A_____

    Course Fee _x__No ___Yes, Explain if yes_____

21. **Community college transfer:**

    ___ A community college course may be judged equivalent.

    _x__ A community college may <u>not</u> be judged equivalent.

    Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __x_Course is required for the major(s) of MA in Mathematics_____
   ___Course is required for the minor(s) of _____
   ___Course is required for the certificate program(s) of _____
   ___ Course is used as an elective
2. **Rationale for proposal**: This course fills a gap in our current graduate program in Mathematics. Currently, there is no course that focuses on learning how to read and talk about mathematics.
3. **Justifications for (answer N/A if not applicable)**
   Similarity to other courses: No similarity to other courses
   Prerequisites: Admission to the MA in Mathematics program
   Co-requisites: None
   Enrollment restrictions: None
   Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
   General education component: N/A
   Curriculum: N/A
   Instruction: N/A
   Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
   Online or hybrid delivery justification: N/A
   Instruction: N/A
   Integrity: N/A
   Interaction: N/A

Model Syllabus (Part II)

1. Course number and title: MAT 5000 Graduate Seminar

2. Catalog Description: Introduction to reading and speaking about mathematics.

3. Learning Objectives:
   a) Learn how to read and understand research articles in Mathematics
   b) Practice preparing effective presentations about Mathematical Research
   c) Learn how to write Mathematics
   d) Figure out how to listen to a Mathematical Talk to get the most out of it
   e) Understand critical steps in conducting independent research
   f) Identify and evaluate students' mathematical thinking to diagnose conceptions and misconceptions

4. Course Materials:
Math articles from reputable mathematics journals, such as, The American Mathematical Monthly, Recreational Mathematics Journal, and any other related monographs, books, and articles in research journals on suitably accessible topics. For instance, articles that win the Paul R. Halmos-Lester R. Ford Award are perfect reading material (see http://www.maa.org/programs/maa-awards/writing-awards/paul-halmos-lester-ford-awards).

5. Weekly outline of content:
Students will read math articles and make weekly presentations. There will be a final week of presentations to departmental faculty. A sample schedule follows.

Week 1: Introduction
Week 2 and 3: Guest speakers
Week 4 to 14: Student presentations
Week 15: Final Presentation to the faculty

6. Assignment and evaluation; weights for final grade:
25% --Weekly presentations
50% -- Final presentation
25% -- Class participation

7. Grading Scale

Final Grades will given using the standard grading scale; A: 90-100%, B: 80-89%, C; 70-79%, D: 60-69%, and F:0-59%.

8. Correlation of Learning Objectives to Assignments

	Reading & Writing Assignments	Presentation	Weekly Classroom Participation
Reading Math 3a)	X		X
Writing Math 3c)	X		X
Practice presenting Math 3b)	X	X	X
Evaluating a Math talk 3d)	X		X
Independent Research plan 3e)	X		X
Critical thinking 3f)	X		X

Date approved by the department or school: 1/22/16
Date approved by the college curriculum committee: 2/19/16
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: