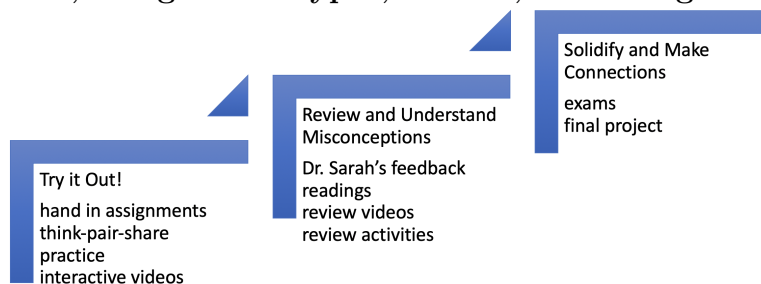


Schedule, Assignment Types, Grades, and Using Feedback



Aside from the face-to-face activities, there is daily work each day at your own pace all due at or before 9am the next day M–F. You can work ahead. Making mistakes is integral to the learning process—the key is to try to continue to engage rather than give up and you’ll have multiple chances to get feedback and revise. It is on purpose that there are problems that don’t look exactly like what we did previously in order to provide you with rich settings to explore in order to learn deeply.

- Geometry of the Earth and Universe

Wed 6/5

- face-to-face geom intro
- Mathematics: The Most Misunderstood Subject hand in

Thur 6/6

- read *The Heart of Mathematics* geom intro
 - pp. 207–212 Geometric Gems
 - pp. xiii-xvi Welcome
- geometry intro practice and p. xii of *The Heart of Mathematics*
- geometry intro hand in
- geometry intro think-pair share

Fri 6/7

- read *The Heart of Mathematics* on 2D universes
 - pp. 292-293 Distances in a Different World
 - pp. 295–296 Geometry on a Saddle
 - pp. 307–308 Making a Point, Getting in Line, Home on the Plane
 - pp. 310 Understanding Through Analogy
 - pp. 332–333 What is a Torus and Holy Doughnuts
 - pp. 349–350 The Klein Bottle
- 2D universes intro
- my response to geometry intro think-pair-share (I plan to post it by 10:20)
- 2D universes practice
- 2D universes hand in
- 2D universes think-pair-share

Mon 6/10

- earth & universe preliminary research hand in
- my response to 2D universes think-pair-share (I plan to post it by 10:20)
- read *The Heart of Mathematics* on the earth
 - pp. 289–291 How Straight Lines Can Bend in Non-Euclidean Geometries
 - pp. 294–295 Triangles on a Sphere
- earth intro
- earth practice
- Seeing is Believing/Shape of the World think-pair-share

Tues 6/11

- my response to Seeing is Believing/Shape of the World think-pair-share (I plan to post it by 10:20)
- read *The Heart of Mathematics* on the universe
 - pp. 270–275 Discovering Symmetry and Interconnections among the Platonic solids
 - pp. 297–298 The Shape of Our Universe
 - pp. 309 The Fourth Dimension
 - pp. 311 Are Safes Safe Across Dimensions?
 - pp. 313–315 Visualizing Cubes
 - pp. 315–317 Does the Fourth Dimension REALLY Exist?
- universe intro
- universe practice
- universe hand in
- universe think-pair-share

Wed 6/12

- my response to universe think-pair-share (I plan to post it by 10:20)
- review themes intro
- review practice
- review think-pair-share

Thur 6/13

- my response to review think-pair-share (I plan to post it by 10:20)
- study guide for the face-to-face exam 2 at 10:20 Fri 6/14, including a sample partial exam
- glossary/wiki for geometry

- Fri 6/14 face-to-face

Exam 2

Begin Consumer Statistics and Probability

daily work each day at your own pace all due at or before 9am the next day M-F TBA

- Tues 6/25 face-to-face

Exam 3

Begin What is Mathematics?

daily work each day at your own pace all due at or before 9am the next day M-F TBA

- Fri 6/28 face-to-face

Final Presentations on What is Mathematics?


Expected Grade


.15 Final Project + .45 Exams + .40 Effective Class Engagement


and you can see your performance on the sheet I sent you that looks like:


| Last Updated: May 31st at 7am | | Name | Turanga Leela | | |
|-------------------------------|--|---|---|-------------------------------------|---|
| | | Final Project 15% Fri 6/28 | | | |
| | | Exams 45% (can revise 1 by 6/28) | | | |
| | | Exam 1 Wed 6/5 | | | |
| | | Exam 2 Fri 6/14 | | | |
| | | Exam 3 Tues 6/25 | | | |
| | | Collated through "lump & periodic think-pair-share Effective Class Engagement 40% | 73.33% | | |
| | | Lowest 2 dropped | Padawan # | 6 | |
| | | Personal Finance and Beyond | 5/28 face-to-face activities | <input checked="" type="checkbox"/> | Geometry of the Earth and Universe |
| | | | is 80% asynchronous 1010 a good fit for you? | <input checked="" type="checkbox"/> | 6/5 face-to-face geom intro |
| | | | syllabus | <input checked="" type="checkbox"/> | Mathematics: The Most Misunderstood Subject |
| | | | what is mathematics | <input type="checkbox"/> | read p. 207–212 Geometric Gems |
| | | | profile picture | <input type="checkbox"/> | geometry intro practice and p. xii |
| | | | real-life rates | <input checked="" type="checkbox"/> | geometry intro hand in |
| | | | percent practice | <input type="checkbox"/> | geometry intro think-pair share |
| | | | lump sum practice | <input checked="" type="checkbox"/> | read p. 292-296, 307-308, 310, 332-333, 349-350 on 2C |
| | | | Where do earnings actually come from? intro | <input checked="" type="checkbox"/> | 2D universes intro |
| | | | Benjamin Franklin's financial legacy | <input checked="" type="checkbox"/> | my response to geometry intro think-pair-share |
| | | | lump earnings think-pair-share | <input checked="" type="checkbox"/> | 2D universes practice |
| | | | periodic payments intro | <input checked="" type="checkbox"/> | 2D universes hand in |
| | | | my response to lump earnings think-pair-share | <input checked="" type="checkbox"/> | 2D universes think-pair-share |
| | | | lump & periodic practice | <input type="checkbox"/> | earth & universe preliminary research hand in |
| | | | Jane & Joan | <input type="checkbox"/> | my response to 2D universes think-pair-share |
| | | | lottery | <input checked="" type="checkbox"/> | read p. 289-291, 294-295 on the earth |
| | | | lump & periodic think-pair-share | <input checked="" type="checkbox"/> | earth intro |
| | | | loan intro | <input checked="" type="checkbox"/> | earth practice |
| | | | my response to lump & periodic think-pair-share | <input checked="" type="checkbox"/> | Seeing is Believing/Shape of the World think-pair-share |
| | | | loan practice | <input checked="" type="checkbox"/> | my response to Seeing is Believing/Shape of the World |
| | | | condo decisions | <input type="checkbox"/> | read p. 270-275, 297-298, 309, 311, 313-317 on the uni |
| | | | reflection on finance | <input type="checkbox"/> | universe intro |
| | | | loan think-pair-share | <input type="checkbox"/> | universe practice |
| | | | my response to loan think-pair-share | <input type="checkbox"/> | universe hand in |
| | | | car decisions | <input type="checkbox"/> | universe think-pair-share |
| | | | payday lending | <input type="checkbox"/> | my response to universe think-pair-share |
| | | | review themes intro | <input type="checkbox"/> | review themes intro |
| | | | review practice | <input type="checkbox"/> | review practice |
| | | | review problems think-pair-share | <input type="checkbox"/> | review think-pair-share |
| | | | my response to review problems think-pair-share | <input type="checkbox"/> | my response to review think-pair-share |
| | | | study guide exam 1 | <input type="checkbox"/> | study guide for exam 2 |
| | | | glossary/wiki for finance | <input type="checkbox"/> | glossary/wiki for geometry |


- Effective Class Engagement 40% (See the syllabus for additional goals, policies, and information.)


I mark engagement during the face-to-face component and on ASULearn for a good faith effort rather than for accuracy, and indicate completion via a checkmark . The percentage of checkmarks determines the overall engagement grade (to accommodate for emergencies, the lowest 2 checkmark assignments are dropped)

 practice with instantaneous feedback check from me, repeatable until the deadline to obtain a checkmark. The point is to practice and examine the feedback to make sure you understand rather than obtain a perfect score. I only use the checks, not the specific score. If you weren't able to succeed then a second chance will open after the deadline, but the checkmark is easier to obtain when it was originally due (70% instead of 90%).

 hand in and I'll respond with feedback within 24 hours from the due date. Some items must be completed on the handouts I give you and collated into one single PDF for submission. See the individual assignment for such instructions. Must be in on or before the cut-off date, which is one day after the due date.*

 think-pair-share to (1) respond to the questions with your own thoughts and (2) respond separately to someone else's post with something new that justifies your position on (at least) one of the questions. Don't just say, "Yeah, I agree." Instead, say, "Yes, but we also need to consider..." Or, "I don't agree because..." You might also pose questions, answer questions, extend ideas, or compare and contrast your responses and summarize what you chose and why. After the deadline, I'll respond to the shared posts within the successive days activities (in the next day or two) or within a class announcement.

 interactive video activities, repeatable. To earn credit you'll watch the entire video and submit the correct answers—you'll use the check feature on interactive questions in order to help you so you can redo the responses until you get them correct.

 webpages, PDF, files, videos, glossaries or other course activities. Some checkmarks may be ones where you can manually mark the activity as completed whenever you are ready to do so. Other checkmarks may only be earned when you receive a grade or when you access an assignment.

- Exams 45%

There are three written exams, in the face-to-face component. To encourage exams as a learning experience, accommodate for emergencies, and help solidify your knowledge, you can turn in revisions on one exam. Otherwise, no late tests allowed.*

- Final Project 15%

To reflect more broadly about the course themes as we tie the segments together. You can choose a topic you are interested in and research how course topics relate to it or you can design a creative review of what we covered in class. You will communicate your expertise in a poster presentation session in the face-to-face component. You must participate in the final project to pass the class. No late projects allowed.*

* Accommodations in the determination of your final grade will be made for extenuating circumstances that are documented to prevent you from completing work early/on time. To accommodate for emergencies, the lowest 2 checkmark assignments are dropped. The grading scale is: $A \geq 93$; $90 \leq A- < 93$; $87 \leq B+ < 90$...

Use feedback on activities to help solidify your understanding and revise until you obtain a checkmark

 practice with instantaneous feedback check from me, repeatable

Instantaneous Feedback

Opens after you **Check** a response in a given problem, and then you can retake it if you wish. For a box where you enter the symbols, **hover over the box to see the feedback**.

If \$1000 is deposited into an account paying 5 percent interest in one year, how much interest is earned?

In finance we will round to dollars and cents, so always enter your final response exactly as a number with 2 decimals, like 1234.00 or 1234.56.

3.14 ✖ dollars

Check

If \$1000 is deposited into an account paying 5 percent interest in one year, how much interest is earned?

In finance we will round to dollars and cents, so always enter your final response exactly as a number with 2 decimals, like 1234.00 or 1234.56.

3.14 ✖ dollars

Incorrect
multiply the deposit by .05,
since 5%=.05

General Feedback


Opens after you submit all problems on an assignment and finish (you can retake an assignment before it is due—that is repeatable too!). For credit I ask for a good faith effort rather than a specific score—aim for at least 70%, retaking if needed. The point of these is to help you develop your understanding. **Glossary Entries** are also available for you to click on at any point in the process to help—you should work to internalize the concepts.

Avoid Becoming too Dependent on the Online System

After you understand a concept or computation, it will probably help you to write down notes to help further solidify the material. Try them again on paper after a day or two and again before the exam (without the solutions in front of you).


Second Chance

If you weren't able to succeed then a second chance will open after the deadline, but the checkmark is easier to obtain when it was originally due (70% instead of 90%).

 hand in and I'll respond with feedback within 24 hours from the due date via the following rubric so that you can revise and resubmit before the deadline as needed if you have earned a Padawan. We'll employ Star Wars terminology as a metaphor—Padawans are training to one day become a Jedi. Jedi Knight is a rank within the Jedi Order, referring to Jedi who complete their training and pass the Jedi Trials to become full members. As a Jedi Master leader you have demonstrated exceptional achievement. Both Jedi and Jedi Master ratings earn a checkmark.


Grade:

| | | | | |
|-------|--------------------------------|------|-------------|---|
| scale | Padawan (still training) | Jedi | Jedi Master | Good start but this is incomplete. See the attached file. |
|-------|--------------------------------|------|-------------|---|

 think-pair-share and I'll respond individually to you using the following scale, which is available to you in ASU Learn grades, and with comments to the class on the shared posts within the successive days activities (in the next day or two) or within a class announcement. The forum requires one posting of your items and one response and both must be rated as Jedi for a checkmark (you can revise as needed by completing/revisiting the instructions). If only one of your posts has been rated, you may temporarily see a checkmark before the other is rated.

Sum of ratings: 2 (1 ✓ Jedi)

Rate...
Jedi
Padawan incomplete/revisit instructions

 interactive video activities. The check feature will provide you with instant feedback so that you can revise your responses and earn credit after you'll watch the entire video and submit all the answers at the end.