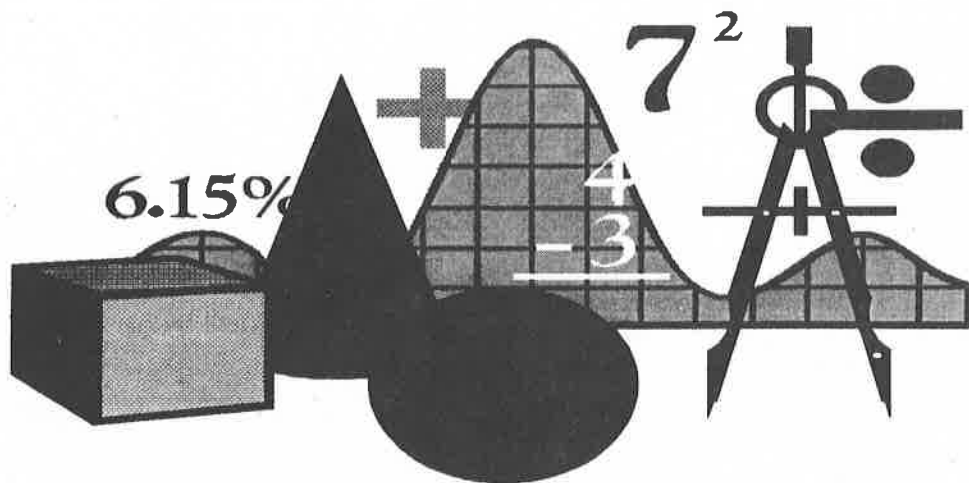


Washington State Community College Mathematics Conference

“E=MC²: Education = Mathematics at Community Colleges”



April 16th, 17th, 18th
1998

at Campbell's Conference Center
on beautiful Lake Chelan

Hosted by: **TACOMA
COMMUNITY
COLLEGE**

& **b** **Big Bend
Community College**

ACTIVITIES

THURSDAY, APRIL 16th

5:30 p.m. - 8:00 p.m.

Upper Level
East / West Rooms

Vendor Displays

7:30 p.m. - 10:00 p.m.

Lodge 3
Suite 3451

Social Hosted by Personal Investment Management, Inc. and ITP

FRIDAY, APRIL 17th

7:30 a.m. - 8:45 a.m.

Ballrooms 1, 2, and 3

Breakfast

8:15 a.m. - 12:00 p.m.

Upper Level
East / West Rooms

Vendor Displays

SESSION DESCRIPTIONS

FRIDAY, APRIL 17th

9:00 a.m. - 9:45 a.m.

Ballroom 1

*TI-92: More Than a Graphing Calculator
Workshop*

Eric Shulz
Walla Walla Community College

Welcome to the world of hand-held symbolic algebra systems! The workshop will provide a broad introduction to the TI-92 calculator emphasizing features of the calculator. Activities will be included from precalculus, calculus, statistics, linear algebra, and differential equations. Every participant will be provided a TI-92 for use during the workshop. Written materials will be included. **Workshop tickets available at registration.**

Ballroom 2

Data Gathering in Statistics

Alison Paradise
University of Puget Sound
Barbara Price
Tacoma Community College

We will be looking at how to present methods of data collection design and making use of articles in newspapers and magazines. These methods get students involved and show them how much statistics are used. In the process, the students also get a good introduction to experiments, samplings, bias, randomization, and the need for good design.

Ballroom 3

Intermediate Algebra and Technology

Edward S. Miller
Laura Bracken
Lewis-Clark State College

In this presentation, we will argue that the current price and availability of calculators have created a climate where many of our students have access to computer algebra systems and graphing technology whether we approve or not. If we fail to instruct our intermediate algebra students in the use of technology, they will be ill-prepared for further work in mathematics where technology is widely accepted. Further, we believe it is our responsibility to design intermediate algebra curriculum, instruction, and assessment so that students are capable of solving problems with and without the assistance of technology. Examples of such curriculum and assessment will be presented.

This situation creates equity issues; how can we provide access to technology for students with less financial resources? We'll discuss possible solutions.

River Room

Attitudes of Women Students in Math

Kimberly M. Vincent
Washington State University

I will discuss the attitudes women attending the University of Idaho hold toward mathematics, the influence these attitudes have on performance, as well as implications for pedagogical and social change in the classroom.

FRIDAY, APRIL 17th

10:00 a.m. - 10:45 a.m.

Ballroom 1

TI-92: More Than a Graphing Calculator (continued)

Ballroom 2

Collecting and Analyzing Glacier Data

Greg Langkamp
Seattle Central Community College

This talk will give an overview of a successful method to determine glacier mass balance, and discuss how mass balance can be related to climate variables. Includes math from intermediate algebra to multivariable calculus.

Ballroom 3

Interpreting Graphs in Intermediate Algebra

Katie Stables
Western Washington University

This talk will show how each family of functions (linear, polynomial, rational, exponential, and radical) can be introduced to students through graph interpretation. I will share handouts which I have developed for use during class as group activities.

River Room

C⁴L Precalculus

Mark Purtil
Pierce College

The C⁴L Calculus project (from Purdue) had a Precalculus textbook, which I used at Texas A & M U.- Kingsville. I'll discuss the program and some results.

FRIDAY, APRIL 17th

11:00 a.m. - 11:45 a.m.

Ballroom 1

*TI-92: Advanced Features
Workshop*

Eric Shutz
Walla Walla Community College

This workshop will present advanced features of the TI-92 not included in the introductory workshop. A little bit of programming (for mathematicians...not computer programmers), building "big" functions by gluing together built-in "small" functions, customizing the TI-92 to suit your tastes, and other "fun" stuff. Every participant will be provided a TI-92 for use during the workshop. Written materials will be included. **Workshop tickets available at registration.**

Ballroom 2

Presentations from Elliptic Integral Workshop

Yves Nievergelt
Eastern Washington University

Participants from the NSF pre-conference workshop will present their material on Elliptic Integrals and Applications at the level of Calculus. Sponsored by the National Science Foundation, the pre-conference workshop is separate but free and covers the Geometry of Multivariable Calculus: Elliptic Integrals and Applications at the level of Calculus.

Ballroom 3

Liberal Arts Math: Topics and Techniques

Joe Betz
Tacoma Community College

Some practical suggestions for spicing up your liberal arts mathematics course based on 25 years experience teaching liberal arts mathematics. I will propose themes, topics, processes and techniques you might want to try.

River Room

*Teaching Testing Success
or*

Vauhn Wittman-Grahler
Pierce College

"I Know the Math, I Just Can't Do the Problems on the Test!"

Whether students' ability to perform on in-class tests is a result of math anxiety or poor study skills, this presentation will discuss an in-class testing model that teaches developmental math students how to be successful test takers. Specifically designed for students in non-lab based developmental math classes, the procedure reduces students' test anxiety and presents practical study skills.

FRIDAY, APRIL 17th

12:00 p.m. - 1:30 p.m.

Ballrooms 1, 2, and 3

Lunch with speaker

Charlie McNerney
Microsoft

Imagine - that's what some schools around the world have done, and now they have turned their vision into reality. Their vision is to create a "Connected Learning Community," a world where learning isn't limited by the hours of a school day, the walls of a classroom, or the resources of a community. It's a simple yet powerful idea, this world in which all students have access to a personal computer and information online, allowing them to pursue individual paths to learning. And in this world, learning does not result from access alone but from continuous dynamic interaction among students, educators, parents and the extended community.

As General Manager, Worldwide Online Operations, Charlie McNerney is responsible for delivering capabilities and functions that enable Microsoft's web lifestyle. Charlie joined Microsoft in June of 1993. Prior to his current position, Charlie was General Manager, Worldwide Programs, and was responsible for the creation and management of 3rd party infrastructures to support MS marketing and initiatives worldwide. Charlie's work at Microsoft follows a 15 year banking career in which he focused on establishing and managing alternative retail and home banking initiatives.

1:45 p.m. - 5:00 p.m.

Upper Level
East / West Rooms

Vendor Displays

FRIDAY, APRIL 17th

2:00 p.m. - 2:45 p.m.

Ballroom 1

Accommodating Students With Disabilities Panel Discussion

Tana Knudson Lang
Heritage College

Greg Langkamp
Seattle Central Community College

Marie Markham
Tacoma Community College

Vauhn Wittman-Grahler
Pierce College

This panel will address the issue of the challenge of accommodating students with physical and learning disabilities. The panel includes disabilities specialists and math instructors who will give concrete suggestions stemming from personal experience. Presentations from the panelists will be followed by open discussion.

Ballroom 2

Programming TIs

Joyce Giles

Central Washington University

Have you wanted to learn how to program your TI (but haven't had the time)? Have you wanted to get your students interested in programming their calculators (and drive home order of operations and algorithms)? Bring your TI (my experience is with the 82, 83 and 85, but we can adjust to probably any of them) and I'll show you what I've been showing my students. Be prepared to play (or experiment, if you prefer)!

Stehekin A

"The Pit and the Pendulum" Confronts Curve Fitting

Linda M. Cave

Western Washington University

The mathematics within literature is an abundant source of refreshing and interesting problems. This talk will explore some of them.

Stehekin B

Spreadsheet Technology in Business Calculus

Bryan Johns

Seattle Central Community College

I will talk about my first quarter of using EXCEL spreadsheets in my MAT 156 (Business Precalculus) course. I will hit the high points, low points, struggles, tradeoffs, and rewards in introducing this technology to the Business Calculus sequence. It will be an opportunity for the attendee to learn from my missteps as well as an opportunity for the attendee to provide the presenter with insights and experiences from the other campuses in this state.

FRIDAY, APRIL 17th

3:00 p.m. - 3:45 p.m.

Ballroom 1

Accommodating Students With Disabilities (continued)
Panel Discussion

Ballroom 2

Rules of Differentiation Through Data Modeling

Tyler Wingard
Centralia College

Using a purely geometric understanding of the derivative function, students can generate specific values for the derivative, then use regression analysis to find a continuous model for their data. This may be especially useful in motivating the algebraic "trickery" required to establish derivatives of root and logarithmic functions.

Stehekin A

Making Connections: Developmental Math/Study Skills

Kamilia Nemri
Spokane Community College

An interdisciplinary course that paired Developmental Mathematics (M21) and Study Skills (E94) in Fall 1997 at Spokane Community College. I will be sharing information with interested faculty.

Stehekin B

Business and Economic Principles for Math Teachers

Kelly D. Brooks
Pierce College

As a mathematician, have you wondered what some of the business calculus terms are? We will look at common business calculus terms, define them, and look at some of the applications from the business students' standpoint so that we can better serve our business students who are taking mathematics courses.

4:15 p.m. - 5:30 p.m.

Stehekin A

WAMATYC Meeting

East of River/Park Room

Walk/Run Chelan Waterfront

Take a break from a day of sessions and enjoy some physical activity. Take in the Lake Chelan Murals and then follow Sanders Street to the Riverwalk Loop or just walk or jog the loop as many times as suits your fitness level (approximately one mile per loop). If you'd like company on your walk or run, meet for the walk/run just east of the River/Park rooms. See maps and Mural Walk brochure for more details.

Dan Morris Park

Basketball

Non-competitive basketball will be held outdoors at Dan Morris Park. (Meet at the park.)

FRIDAY, APRIL 17th

6:00 p.m. - 6:30 p.m.

Ballrooms 1, 2, and 3

No Host Bar

6:30 p.m. - 8:00 p.m.

Ballrooms 1, 2, and 3

Dinner with speaker

Jerry Johnson
Western Washington University

*Solving Problems in Mathematics:
Fighting Intuitions and Following Metaphors*

Jerry Johnson has been a Professor of Mathematics at Western Washington University for the past 14 years, focusing on preparing math teachers at the secondary level. His primary course interests are Modern Geometries, History of Mathematics, Visual Connections between Math, Art, and Science, and pedagogy courses (especially using computing technologies.)

As part of a Goals 2000 grant project, he spent Winter quarter 1998 traveling and spending a full day at almost every high school in Whatcom, Skagit, and Island counties. The focus of the grant is on identifying problems and solutions in the on-going math reform movement. He has found the process to be a revealing experience from both mathematical and personal perspectives.

Dr. Johnson is a member of a mathematical family. He is married to Millie Johnson, also a math professor at Western Washington University. Their 12-year-old son, Ben, (oddly enough) would like to be a math teacher when he grows up.

8:15 p.m. - 10:30 p.m.

**Upper Level
East / West Rooms**

Vendor Displays

8:45 p.m. - 10:30 p.m.

Ballrooms 1, 2, and 3

Social Hosted by Prentice-Hall

SATURDAY, APRIL 18th

7:30 a.m. - 8:45 a.m.

Ballrooms 1, 2, and 3

Breakfast

7:45 a.m. - 8:45 a.m.

Ballrooms 1, 2, and 3

*Optional Breakfast Roundtable Discussion:
Developmental Education Outcomes
(at designated tables)*

Students not ready for your college-level classes? Join us for a discussion of the Developmental Education Outcomes and Toolbox Project Development. Copies of the Developmental Education Outcomes document and the materials for submitting projects are available at the registration table.

8:15 a.m. - 10:30 a.m.

**Upper Level
East / West Rooms**

Vendor Displays

SATURDAY, APRIL 18th

9:00 a.m. - 9:45 a.m.

Ballroom 1

Indicators of Success in Coordinated Studies

Steve Anderson
Earl Hamilton

North Seattle Community College

Having taught a two-quarter coordinated studies in Pre-Engineering, we would like to share some of what we learned from the experience. This session should be in the form of a discussion, so we invite others who have taught or are considering teaching a coordinated studies program to join us.

Ballroom 2

Developmental Mathematics at U.W. as a Training Ground for Community College Instructors Panel Discussion

Ginger Warfield
Michael Harris

University of Washington

Jim Francis

Melissa Mackay

Edmonds Community College

Since 1973, the developmental mathematics course at U.W. has served as a training ground for teaching TAs the art of interactive teaching. Many TAs trained wind up in community college faculties. This panel consists of a member of the U.W. developmental math faculty, a current U.W. graduate student, and some ex-students currently teaching at Edmonds Community College. The panelists will discuss the interactive teaching training obtained through U.W.'s developmental math program.

Ballroom 3

Collaborating for Success

Linda Ernst Schmidt

Yakima Valley Community College

Students in three Intermediate Algebra sections collaborated on projects in three topics: linear functions, exponential functions, and quadratic functions. The projects used real-world applications such as cost and market analysis, optimization, trajectories, carbon-14 dating, metabolization of medications, and population growth predictions and modeling. Pretests of these and control sections showed that the subject group's math knowledge was representative of the student population as a whole, but posttests showed significantly higher scores in the program-stipulated outcomes in solving and graphing functions for students in collaboratively-organized sections. In addition, a higher percentage of these students successfully completed the course and continued on to more advanced courses.

Stehekin A

Sharing Experiences With Academic Systems Panel Discussion

Bob Branch

Spokane Community College

Diana Bender

Allan Walton

Highline Community College

The Academic Systems program has been used by several community colleges in Washington over the last couple of years in a variety of Algebra courses. The panelists will discuss how they've used the system, what they see as its strong and weak points and answer questions from the audience.

SATURDAY, APRIL 18th

10:00 a.m. - 10:45 a.m.

Ballroom 1

Using Excel in Statistics

Cen-Tsong Lin
Central Washington University

The computer is a necessary tool in doing statistical analysis. I will present how spreadsheet software such as Microsoft Excel is employed in Introductory Statistics classes. Topics include making statistical charts, calculating descriptive statistics and probabilities, generating random variables and doing simulations to verify the Central Limit Theorem, and the Law of Large Numbers.

Ballroom 2

Dev. Math at U.W. as a Training Ground for C.C. Instructors (continued)
Panel Discussion

Ballroom 3

Developing a Vocational Math Program

Sue Norris
Peninsula College

Peninsula College's Applied Mathematics program received recognition as one of the best practices in the state and passed accreditation standards in mathematics. So what is this thing called applied math? Why did it come into existence? Is it a useful model for other community colleges? If my college likes it, how do we implement it? If this isn't the idea for my college, what are some alternative approaches?

Stehekin A

Sharing Experiences with Academic Systems (continued)
Panel Discussion

11:30 a.m. - 12:30 p.m.

Ballrooms 1, 2, and 3

Sit-down Lunch:
Announcements, Closing Comments,
Prizes, Position Openings

Washington Community College Math Conference 1998 Attendance List

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