



NASSAU COMMUNITY COLLEGE

DEPARTMENT OF MATHEMATICS-COMPUTER SCIENCE-INFORMATION TECHNOLOGY

Course Syllabus for MAT 225 Multivariable Calculus

Course Information

- Title: Multivariable Calculus
- Credit Hours: 4 Credits
- Number: MAT 225
- Section: WA CRN: 81382
- Semester/Term: SUMMER II 2018 (7/2/2018 - 8/2/2018)
- Meeting time: M-R, 6:30PM - 9:20PM
- Location: B218

Instructor/Contact Information

- Name: PROFESSOR A. Jorge Garcia
- Math Office telephone and fax numbers: 516-572-7383/ 516-572-9715
- Email address: alver.garcia-fernandez@ncc.edu
- Blackboard link: You can access the BlackBoard for this course through the NCC Portal, following the link to NCC Online.

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Course Description

- MAT 225 Multivariable Calculus
- Prerequisite: Students must have passed MAT 123 Calculus 2 with at least a C.
- Description: Curves and surfaces in three dimensional space, partial derivatives, gradient, constrained and unconstrained optimization, vector fields, parametric curves and surfaces. Integration topics include multiple integrals, volume, area, line and surface integrals, flux, divergence
- Calculator Requirement: BYOD - TI84, TI86, TI89 or TI nSpire CX CAS (recommended)
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Guide Math Ncc Edu

**Clare S. Lee, Sue Johnston-
Wilder, Robert Ward-Penny**



Guide Math Ncc Edu:

A Practical Guide to Teaching Mathematics in the Secondary School Clare S. Lee, Sue Johnston-Wilder, Robert Ward-Penny, 2013 Offers straightforward advice inspiration and support for mathematics teachers whether in training or newly qualified Based on the best research and practice available it offers a wide range of tried and tested approaches that succeed in secondary classrooms Teaching Mathematics Michelle Selinger, 2013-10-31 In this reader maths teachers in the early years of their careers will find a concise yet comprehensive guide to developments in mathematics teaching in secondary schools and the controversies which currently surround it After a brief summary of the historical context a series of short articles provides a range of perspectives on various issues of current debate which will help new teachers in the development of their own teaching styles These include the impact of computers and calculators in maths teaching the various arguments about the use of published schemes and for more investigational approaches to the curriculum and the way in which social and cultural factors can be approached through the teaching of various topics in mathematics The final section looks at how teachers might continue their professional development through action research in their own classrooms

Primary Core National Curriculum David Coulby, Stephen Ward, 1996-01-01 This updated text surveys the debate amongst politicians and professionals surrounding the evolution and revision of the National Curriculum for England and Wales setting the scene for the implementation of the core subjects Information Technology English Mathematics and Science The contributors investigate the ways in which schools have managed curriculum policies the role of subject co ordinators and the development of teaching methods The text in its second edition contains a new chapter on Information Technology **Creativity in Primary Education** Anthony Wilson, 2014-12-04 An alien spaceship crash landed in my playground today For one primary school in England this was not an ordinary day It was a fabulous day of inspiration writing drawing discovering and learning for the pupils the staff and the parents But the best thing of all The only truly out of the ordinary thing was the alien spaceship So how do you make creativity a more everyday part of primary teaching Teachers and trainees agree that creativity is a fabulous thing But to get creative approaches into everyday teaching you need to tackle the question what is creativity This book explores this question in an accessible and practical way It helps trainees to do more than know it when they see it by helping them to understand the separate and very diverse elements of creativity The third edition of this popular text retains key material but it has been updated and revised to include two new chapters on the creative curriculum along with links throughout to the Standards and the new National Curriculum This book will help you enhance your teaching so you and the children in your class can be fellow explorers adventurous discoverers and spontaneous investigators *Developing Numeracy in the Secondary School* Howard Tanner, Sonia Jones, Alyson Davies, 2020-03-26 As the National Numeracy Strategy NNS extends into secondary schools this book for trainee and practicing mathematics teachers provides practical guidance on developing effective strategies for the teaching of numeracy

at KS3 and 4 based on the DfEE requirements The teaching and learning approaches suggested in the NNS are analyzed and explained using case study examples from secondary schools Many of these ideas were developed by teacher inquiry groups in the Raising Standards in Numeracy project The book includes examples of pupils work lesson plans and pupil activities ideas for using ICT to enhance mathematics teacher guidance on both teaching and assessment and ideas for developing numeracy across the curriculum This book offers an introduction to the subject of numeracy accompanied by lesson ideas and practical guidance It will prove a valuable resource for all trainee and new mathematics teachers

Children's Mathematics Elizabeth Carruthers, Maulfry Worthington, 2006-08-07 In Case Study 5 a grassroots Children s Mathematics Network group the initiative supported the participants in their professional change by giving them a space for the detailed and joint consideration of children s mathematical thinking Another significant feature of this initiative is its focus on careful consideration and analysis of children s mathematics and the ways in which professionals can support and encourage the children s mathematical thinking and reasoning The standard of the mathematical understanding thinking and reasoning that the displays revealed was far higher than the specified curriculum objectives for children of this age Researching Effective CPD in Mathematics Education RECME project NCETM 2009 The review also plays great score by play based learning of a mathematical nature and makes specific recommendations regarding early mark making as a precursor to abstract mathematical symbolism Section 115 features children s mathematical graphics and emphasises The role of mark making in children s cognitive development is set out in the taxonomy Carruthers and Worthington 2006 The report recommends that local authorities leaders managers and head teachers should provide a culture with a significant focus on mathematical mark making and a learning environment that encourages children to choose to use their own mathematical graphics to support their mathematical thinking and processes The Williams Maths Review DCSF 2008 At the very heart of the success of the book is the authors ability to see mathematics through young children s eyes by listening to and reflecting on the constant efforts made by children to make sense of their world This is a liberating book which proposes that the teaching of mathematics could and should be a highly creative and enjoyable process Branwen Llewelyn Jones Early Years Consultant at PACE Ltd TACTYC Ground breaking To single out any one chapter would be unfair because there is something thought provoking and inspirational throughout If you want to expand your understanding upwards and outwards then get a copy soon Times Educational Supplement I first read *Children s Mathematics Making Marks Making Meaning* a couple of years ago and it had an immediate impact on my own thinking and teaching and the work I do with trainee teachers I m sure you will find it compelling reading too I think it has the potential to change in a fundamental way how we think about early mathematical development Lynne McClure Editor Math Coordinator s File Mathematics Association In their exceptionally readable and informative book *Children s Mathematics Making Marks Making Meaning* Carruthers and Worthington 2006 draw attention to one of the main goals of early years teaching that is to help children make links between the mathematics

they have already encountered and continue to engage with at home and the more abstract mathematics of the school. These authors suggest that by encouraging children to represent mathematical ideas in their own ways and crucially by talking to the pupils about the marks they have made we are given a window onto their thinking that may otherwise be inaccessible. Liz Pumphrey NRICH. This book draws on the authors' many years of teaching children aged three to eight years and also on their extensive research with children in the home, nursery and school. The authors explain the development and range of young children's mathematical marks and visual representations showing how children make mental connections between their own early marks and subsequent abstract mathematical symbolism and go on to develop their own written methods. Combining theory and practice, this acclaimed book demonstrates how children's own mathematical graphics are highly creative and show deep levels of thinking. The authors show how this is the key to success in school mathematics and to higher levels of achievement. The authors are winners of TACTYC's 2003 Jenefer Joseph Award for the Creative Arts 3-8 awarded for their innovative work with children on mathematical graphics.

Assessment and Learning of Mathematics Australian Council for Educational Research, 1992. Discusses issues in maths education such as different models of learning and assessment and contrasting ideas of how maths is learned. The 15 contributors are leading maths educators and thinkers in Australia and overseas. Includes references and an index.

Teaching Mathematics in Secondary Schools Linda Haggarty, 2013-09-13. A companion to *Aspects of Teaching Secondary Mathematics*, this book introduces and explores the contemporary issues and key ideas entailed in the teaching and learning of this subject. This book is concerned with exploring the bigger picture of mathematics education and is aimed particularly at those learning to teach mathematics teachers in the classroom who want to continue thinking and developing as mathematics teachers and those concerned with education who would like to be better informed about mathematics education. Divided into seven sections to help structure reading, this book offers a completely up to date comprehensive overview written by the most known well respected experts in the field.

The Curriculum Challenge Rob Ashdown, Barry Carpenter, Keith Bovair, 2018-10-03. Originally published in 1991. The introduction of the National Curriculum has presented many challenges for those concerned with the education of children and young people. One of the questions has been how to guarantee access to the National Curriculum for individuals with special educational needs. This book seeks to illustrate how this could be achieved in the case of those pupils with severe learning difficulties (SLD). In doing so, the book offers principles and examples of practice aiming to be relevant to the education of all pupils with special educational needs (SEN).

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder, Peter Johnston-Wilder, David Pimm, 2005-01-14. *Learning to Teach Mathematics in the Secondary School* covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice. Topics covered include mathematics in the National Curriculum, different teaching approaches using ICT, mathematics education for pupils with special needs, in mathematics assessment and public examinations, teaching

mathematics post 16 professional development *Developing a Leadership Role Within the Key Stage 1 Curriculum* Julie Davies,1995 Since 1989 initial teacher training courses in England and Wales have recognized the need for teachers to take a lead in a school subject area in their first appointment There is no longer a place for a primary school teacher newly qualified or not whose sole responsibility is his or her own class Further a teacher must have specific specialist knowledge and expertise in particular subjects which must be disseminated to the rest of the staff A teacher also needs to develop the skills of communication leadership and persuasion *Becoming a Successful Teacher of Mathematics* Howard Tanner,Sonia Jones,2003-09-01 Becoming a Successful Teacher of Maths is a practical guide for newly qualified teachers of secondary mathematics It develops the essential core knowledge skills and understanding demanded by the new DfEE requirements for courses of initial teacher training It is based on research findings relating to the organisation and management of maths classrooms teaching approaches assessment and the common misconceptions which often hinder pupils progress in key areas of the National Curriculum Theoretical principles are exemplified through case study material Suggestions for school based activities are made While being a practical how to guide for beginning teachers it also offers critical insights for more experienced teachers reflecting on their practice *Creative Teaching: Mathematics in the Primary Classroom* Mary Briggs,Sue Davis,2014-09-19 This stimulating text shows how primary mathematics can be creative exciting and enjoyable Offering teachers a dynamic and different perspective it enables them to see and teach in creative ways that will develop their pupil s mathematical thinking potential Creative Teaching Mathematics in the Primary Classroom encourages students trainees and practicing teachers to envision and develop a classroom where children can take risks enjoy and experiment with mathematical thinking and discover and pursue their interests and talents in an imaginative yet purposeful way This second edition contains key updates to reflect the changes to the primary curriculum and includes new sections on specialist teaching parental engagement and approaches to homework creative classroom environments working walls displays and outdoor settings links to assessment speaking listening and learning theory use of media film news and stories for creative learning cross curricula work Featuring reflective tasks in every chapter this book will prove essential and inspiring reading for all trainee and practising teachers looking to develop their creative practice Aimed at primary and early years trainee teachers NQTs and experienced teachers this is a timely publication for teachers and schools seeking to broaden their maths curriculum making it more creative and appealing to young minds *Investigating Mathematics Teaching* Barbara Jaworski,2002-11-01 Barbara Jaworski addresses a number of questions that are central to research on reform in mathematics education today In this volume she attempts to chart critically yet honestly her own developing ideas as she undertakes a several year long enquiry into mathematics teaching and gives a very personal account of her developing conceptions conjectures thoughts and reflections The author accounts for her research both genetically and biographically simultaneously restructuring the development of her ideas and giving a rigorous critical and reflective account *The*

Really Practical Guide to Primary Geography Marcia Foley, Jan Janikoun, 1996 Substantially revised to incorporate the contents of the 1995 Revised Order and its major implications for geography teaching Includes two brand new chapters on the growing early years sector and OFSTED inspections A whole range of different ways to organise the geography curriculum is discussed with examples The resources sections have been updated and expanded *Mathematics Versus the National Curriculum* Paul Dowling, Richard Noss, 1990 The introduction of the National Curriculum has imposed restraints on the way subjects are taught This book argues that in the case of mathematics the limitations have effectively robbed the subject of its true meaning and identity **Interactive Maths Teaching in the Primary School** Nick Pratt, 2006-10-12 Nick Pratt's book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter's content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children's learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children's learning The book covers how to engage in meaningful reflective practice that will improve your lessons how to use whiteboards making mathematical meaning through talk getting the whole class interacting thinking talking and acting mathematically teaching number starting points teaching shape and space starting points developing your interactive teaching a glossary of terms It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS It supports both individuals and mathematics subject leaders delivering INSET to their colleagues [Mentoring In Mathematics Teaching](#) Barbara Jaworski, Anne Watson, 2014-01-21 The arena in which the preparation of student teachers for the teaching of mathematics takes place is shifting its foundations and moving its boundaries The whole basis of teacher education at secondary level is in flux with a move towards teacher education programmes which are largely school based Increasingly there is seen to be an important role for the school teacher who acts as mentor to the student teacher in some relationship with a tutor from the initial training institution Teachers who are being encouraged to take on the mentoring role need preparation for its demands and teacher education courses need increasingly to make provision for the education and support of mentors The purpose of this book is to discuss the mentoring process to provide ideas and to highlight issues It provides both practical help and guidance and a philosophical consideration of the development of mathematics teachers and teaching **Mathematics for Curriculum Leaders** Bill Rawson, 2003-09-02 Mathematics for Curriculum Leaders involves teachers in a deliberate enquiry into the nature of understanding in mathematics and the ideas underlying its teaching and

learning Helping children with the language of mathematics is shown to play an important part in mathematics teaching The pack is divided into 7 units drawing upon the demands of the National Curriculum and providing activities to support children in their attempts to report their thinking Sensitive collection and interpretation of this information in order to guide action is an essential feature of each unit *Learning to Teach Mathematics* Maria Goulding, 1997 This resource has been written for students and newly qualified teachers of secondary mathematics and school based mentors BOOK JACKET

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