OHIO MATHEMATICS ASSOCIATION OF TWO-YEAR COLLEGES

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OHIOMATYC NEWS

FALL 2009

MESSAGE FROM THE PRESIDENT
T.J. DUDA, COLUMBUS STATE COMMUNITY COLLEGE

SPECIAL POINTS OF INTEREST:

- **Presenter Form for the Spring Meeting (page 4)**
- **What's your Opinion on Developmental Algebra? (page 3)**
- **Cheating Goes High Tech (page 3)**
- **Midwest AMATYC News (page 2)**

Dear OhioMATYC Member,

It has been another exciting year for OhioMATYC and its members! First of all, our T^3 spring meeting in Cincinnati was a success.

Thanks again to Sandy Franz and to everyone else who helped make that conference a great experience. We also had a great turnout in Las Vegas for the annual AMATYC meeting where many of us had the opportunity to enjoy professional mathematics by day and recreational mathematics by night!

I am excited to announce that we are now able to accept online membership applications and conference registrations at our website www.ohiomatyc.org. In addition, you can choose to pay your dues and/or registration by credit card online. We are still accepting checks by mail, but the online option is now available for your convenience. Please note that this service is limited to online payments. We will NOT be able to accept credit card payments at the meeting itself.

Largely due to the T^3 meetings both this year and in the past, our organization is doing very well financially. We have been able to offer $1,000 in scholarships, keep dues and registration fees low, donate to the AMATYC conference, and hold our meeting each year without depleting our treasury.

Last, but certainly not least, I would like to recognize two OhioMATYC members for their strong leadership in AMATYC. Rikki Blair completed her term as AMATYC president this year and will serve as past president for the next two years. Nancy Sattler completed her term as AMATYC treasurer and was elected as Midwest Vice President. Congratulations to Nancy for winning the election and thanks to both Nancy and Rikki for their hard work on the national level. You both make Ohio proud!

I am really looking forward to our spring meeting at Salt Fork State Park. I hope to see you there! Register early (by March 23) to save $10 and also...**please consider being a presenter**!!

EARLY BIRD REGISTRATION

Register early at the OhioMATYC website for the Spring 2010 OhioMATYC Conference, April 23-24, at Salt Fork Resort and Conference Center and save $10!

AMATYC NEW LIFE PROJECT

The New Life Project of the American Mathematical Association of Two-Year Colleges (AMATYC) Developmental Mathematics Committee is working to design and implement a new vision for developmental mathematics. The new vision focuses on developing mathematical reasoning, skills, and critical thinking for all developmental mathematics students as well as creating new academic pathways in mathematics for two-year college students. Students will experience and develop skills with diverse mathematics selected from basic areas, and this content will be designed to involve significant applications that students can identify within a variety of disciplines and provide strong support for quantitative literacy.

The New Life Project has three goals:

-Develop consensus around a new Mission Statement for Developmental Mathematics
-Build curricular models which follow from this Mission Statement with an explicit goal of a reduction in the number of courses a student would need to complete.
-Build and create support for increasing the "readiness state" of the system (college, state, and national policy) to enable faculty to implement these curricular models..

When this Project is successful, most colleges will have replaced their old developmental mathematics courses with a system reflecting the new models. In addition, the proportion of students who complete their mathematics pathway will have increased dramatically.

Recognizing that these broad changes in the content and delivery of developmental mathematics to two-year college students will necessitate system changes beyond the two-year college classroom, this Project also includes activities that will facilitate dialogue among stakeholders and implement changes at the institution, state, and national levels.

The New Life Project is not the first project to address the needs of the profession; previous efforts have had limited success. Fundamentally, this Project is different because of the process used: the New Life Project seeks to accomplish its goals by inviting more and more professionals into the conversation. We seek common understandings and consensus, rather than expecting professionals to implement somebody else's best thinking; we will grow and build systemic solutions, rather than encourage the use of separate strategies.

The American Mathematical Association of Two-Year Colleges (AMATYC) has a 35-year history of offering professional development to the nation's two-year college faculty. Through its annual conferences, the work of its 44 state affiliates, its services, and the authorship of two national standards documents, *Crossroads* (1995) and *Beyond Crossroads* (2006), AMATYC has led the way to professionalism and scholarship of teaching for faculty.

SAVE THE DATE:

OHIOMATYC SPRING MEETING

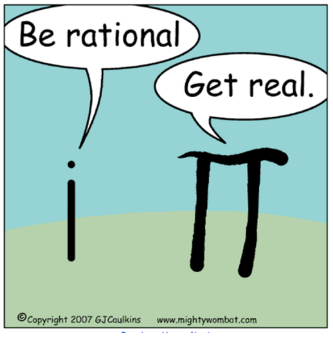
APRIL 23RD-24TH

SALT FORK STATE PARK

NEWS FROM THE MIDWEST VICE PRESIDENT OF AMATYC, NANCY SATTLER, TERRA COMMUNITY COLLEGE

Congratulations to OhioMATYC president T. J. Duda who again placed in the top three finishers in the Faculty Math League competition held during the annual AMATYC conference in Las Vegas. It was great to see so many OhioMATYC members at AMATYC this year. I hope that you will consider submitting a proposal for the Boston conference or volunteering to preside. The deadline for submitting a proposal is February 1, 2010. Additional information can be found at http://www.amatyc.org/Events/conferences/2010Boston/presenters/index.html

If you wish to be involved in AMATYC, you might consider applying for any of the leadership positions that are listed on the AMATYC website. You might also wish to view the Right Stuff modules that are on the AMATYC website. These free modules were created as a result of an NSF grant to AMATYC and contain classroom-ready student worksheets as well as a teacher guides. In addition, these modules may contain an Excel file, a TNS file (for the TI Nspire), pictures, and videos. Each module , #1 through #20, has its own page on which you'll find a brief description, the teacher guide, and a zipped file containing all the files that comprise that module. The teacher guide is provided in PDF format. You may examine it and then decide if you wish to download the zipped file with all the other documents. There are 20 modules that cover a wide variety of topics and interests. The Table of Contents, in Module 0, contains a more complete description of each module. Visit http://www.therightstuff.amatyc.org/ for more information.



WHAT'S YOUR OPINION?

BY ANA VAMADEVA, COLLEGE OF APPLIED SCIENCE, UNIVERSITY OF CINCINNATI

Regardless of how your developmental algebra curriculum is structured, factoring is covered before the introduction and solving of polynomial equations. This topic likely is covered in your Introductory Algebra/ Elementary Algebra/ Intermediate Algebra classes. I fully support covering this important topic. It is a necessary and useful skill to acquire to help students not only solve equations or simplify rational expressions but also to establish a way of thinking logically and to convert a difficult task into an easier task. It helps with processing and reasoning. However, are faculty spending too much time letting their students master the more sophisticated factoring problems in a developmental algebra class or for that matter even in a College Algebra class?

Many textbooks these days come up with the most bizarre factoring problems one can handle and faculty are compelled to cover these in their developmental classroom curriculums. Should we make students learn how to factor $x^2+10x+25-y$ or $m^2-4m+4+n^2+6n-9$? These are very nice problems (and some of us get very excited when factoring these), but what is the purpose of making our students slog through these to fulfill their algebra deficiencies?

Rules of exponents, working with radicals, and rational expressions also produce too many skills for our students. I would not ask a developmental algebra student to simplify , $\sqrt[3]{4}\sqrt{3}$. yet these problems appear in many developmental algebra textbooks.

Couldn't we developmental mathematics faculty spend more time on concepts rather than on these excessive skills? Since these students need to be motivated in their study of algebra and working problems of these types, I believe this only makes them dislike math more. I would rather teach simpler mathematics which are meaningful with a deeper conceptual understanding than these sophisticated skills. Today many developmental algebra texts are of the traditional type. We should go beyond the scope of these books and do a more thorough teaching of concepts that lie within these skills. We need to make mathematics reasonable to learn and appreciate for these students. Curriculum that incorporates reasonable skills with somewhat rigorous concepts would make students more well-rounded and be able to communicate mathematics better.

The opinion stated in this article does not necessarily reflect those of the organization.

Salt Fork State Park

CHEATING GOES HIGH TECH

BY PHIL MACLEAN, COLUMBUS STATE COMMUNITY COLLEGE

Cheating and academic dishonesty are not new concepts. They've been around forever. However, in our high-tech world, our concerns as educators are no longer limited to crib sheets or formulas stored in graphing calculators.

In other disciplines, teachers have always been concerned with students submitting plagiarized work. For decades, fraternities and other student groups have been notorious for warehousing student work that would be duplicated and submitted by others. More recently, Internet sites have popped up offering papers for sale on any subject imaginable.

As mathematics educators, we are now facing similar challenges. Several websites can now be found that offer to plagiarize student work in mathematics classes, generally for a fee. Perhaps the most brazen of these websites is www.iwilldoyourhomework.com. As the title suggests, the folks behind this website are happy to perform the work that's been assigned to your students, for a fee of roughly $2 per problem. They proclaim to specialize in all levels of college mathematics, physics, chemistry, and economics and offer a money-back guarantee if students are not happy with the grades "earned" by the service. How does this work? Students submit via e-mail a copy of their assignment, as well as the due date and any other relevant information. The website evaluates the level of difficulty and responds with a quote for the fee they will charge to complete the work. If the student accepts, money is transacted via Paypal and the folks behind the website do the homework and return the completed work to the student via e-mail. Even more alarming, www.iwilldoyourhomework.com offers to take online tests for students. For fees ranging from $40 and up, the villains behind this website will login to the website that administers the exam (i.e. the college's Blackboard site), posing as the student, and take the test on the student's behalf. The website offers testimonials from students who've used the service and come away pleased with the results. Scenarios like this underscore the importance of the position statement taken by OhioMATYC at the Spring, 2009 meeting recommending that a minimum of 80% of a course grade should come from proctored assessments, even in online courses. In a world where online homework, quizzes, and tests are being used to evaluate student performance, we as teachers need to be aware that we have no idea who is actually performing the work our students are submitting to us.

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"...Scenarios like this underscore the importance of the position statement taken by OhioMATYC at the Spring, 2009 meeting recommending that a minimum of 80% of a course grade should come from proctored assessments.....

Life is complex. It has real and imaginary components!

2009 OHIOMATYC SCHOLARSHIP WINNERS

Congratulations to this year's OhioMATYC scholarship winners:

Deborah Woods Memorial Scholarship ($400)

Tim Short from Columbus State Community College

OhioMATYC Student Scholarship ($300)

Robert Kistner from Terra Community College

OhioMATYC Student Scholarship ($300)

Wendy Donnelly from Zane State College

2010 OHIOMATYC SPRING MEETING INFORMATION

Location: Salt Fork State Park http://www.saltforkresort.com

Dates/Times: Lunch and Registration begin at 11 AM on Friday, April 23, with sessions beginning at Noon. The sessions will conclude at 12:30 PM on Saturday, April 24.

Lodging Info: Rooms are blocked until March 21, 2010.
Lodge rooms are $109/night + tax
Hillside Cottages are $159/night + tax
Reservations can be made by calling Salt Fork directly at 740-439-2751 or 800-AT-A-PARK (800-282-7275) and telling the agent you are attending the OhioMATYC conference.

Registration: $35 before March 23 / $45 after March 23

OHIOMATYC CONFERENCE SPEAKER PROPOSAL

SALT FORK RESORT & CONFERENCE CENTER

APRIL 23 & 24, 2010

Name _____ Mailing Address _____

School/ Institution _____ Work Phone _____Home Phone_____

Email _____ Fax_____ Co-Presenter (s) _____

Title of Proposed Session _____

Description (50 Words or less) _____

_____

_____

_____

_____

Session Type : 45 minute 90 minute 15 minute

Please return to: ***Rodney Null, Rhodes State College, 4240 Campus Drive, Lima, Ohio 45804, Phone: (419) 995-8239***

FAX: (419) 995-8091, e-mail: null.r@RhodesState.edu, ***Additional questions and concerns may be directed to Professor Null.***

DEADLINE FOR SPEAKER PROPOSALS HAS BEEN EXTENDED TO JANUARY 15, 2009