

California Mathematics Council Community Colleges South



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Twenty-Ninth Annual Conference

Friday Evening Entertainment

Ignite Orange

Five-minute talks by your colleagues
at
Southern California Community
Colleges.

**Enlighten Us,
But Make it Quick!**

Saturday Luncheon Keynote
Speaker

Dr. Michael Krebs

California State University,
Los Angeles

**Creating a Culture of
Problem Solvers**

February 28 – March 1, 2014

DoubleTree by Hilton Hotel Anaheim

Welcome to the CMC³ - South Twenty-Ninth Annual Conference!

I am sure that all of you attending will find a favorite presentation, activity, workshop or exhibit from the wonderful offerings that the CMC³ - South Board members have put together for this year's conference.

My many thanks go to all of the presenters, presiders, exhibitors, publishers and the hotel staff for making the conference possible. I want to give special recognition to the Conference Chairperson, Art Nitta, for organizing all of the presenters and many details that are required to put together this wonderful event, to Tammi Marshall, the Exhibitors Chair, who has coordinated the publishers and exhibitors to provide us with opportunities to see the latest resources available for mathematics instruction, to Jack Appleman for taking care of all of the site arrangements, Larry Perez for coordinating the presiders, Jeffrey Saikali for coordinating the wonderfully entertaining Ignite Event, Mark Greenhalgh for keeping all of the registration information straight, and Hoat Le for the nametags and membership records. I also want to recognize the entire board for their support and help provided in making this conference a success.

As the community college system moves out of the worst economic situation experienced since Proposition 13 we have new challenges and excitement as growth money is returning, the economy continues to recover, and technology allows instruction in new and creative ways not even imagined a few years ago. CMC³ - South will continue to provide a forum for meaningful discussions around these topics and many others which impact mathematics instruction in the community colleges. If anyone of you would like to become more involved with CMC³ - South please speak to any Board member, who can be identified by their nametag, or join us for the after conference debriefing held in the International Room just off the Lobby area.

After the conference today I will be handing the CMC³ - South Presidency over to Art Nitta who will do a wonderful job leading this organization for the next two years. I have very much enjoyed my involvement with CMC³ - South and thank you all for the opportunity to have done so.

Have a wonderful conference.
Sherri Wilson
Crafton Hills College
President, CMC³-South

Visit the Exhibitors

Laguna Newport

9:00am - 4:00pm

Cengage Learning

Hawkes Learning

McGraw-Hill Education

MDTP

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Many thanks to:

Door Prizes and Conference Bag Items:

Cengage Learning

Hawkes Learning

McGraw-Hill

MDTP

Pearson

XYZ Textbooks

Conference bags:

AMATYC

Friday Game Night & Door prizes:

Pearson

**Friday Evening Social and Entertainment
Begins at 6:00 pm
Hermosa Huntington Manhattan Room**

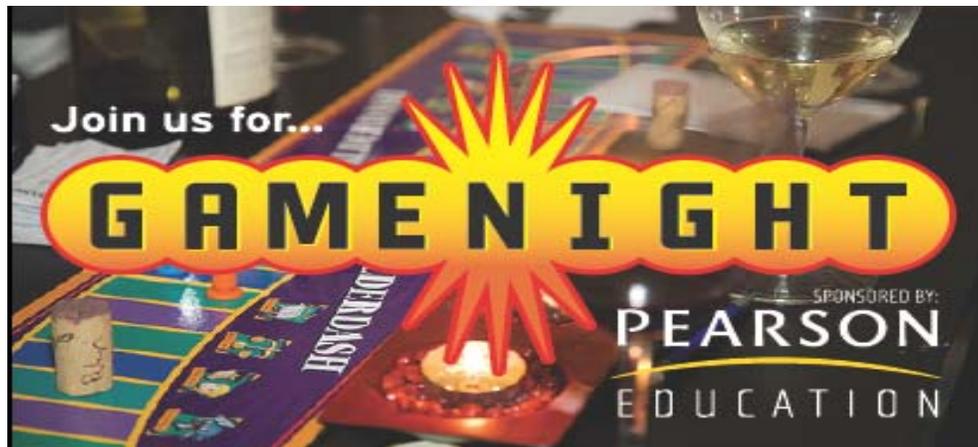
7:00 pm

Friday evening entertainment:

Ignite Orange

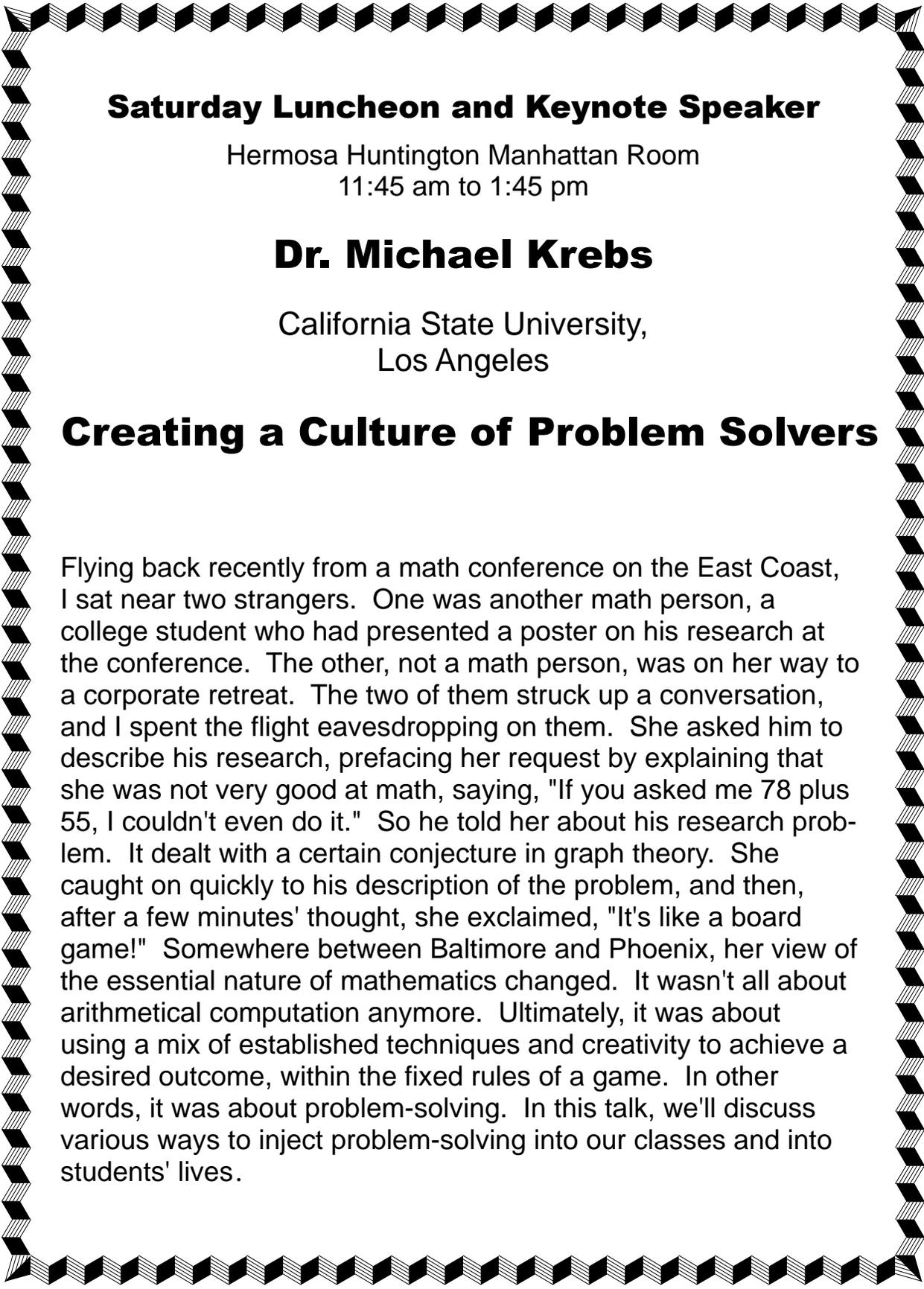
Enlighten Us, But Make It Quick!

Enlightenment in just five minutes? You bet! A dozen of your colleagues will tell you what they are passionate about, and they each have exactly five minutes to do it. An Ignite presentation follows a strict rule: the speaker must use exactly twenty PowerPoint slides that advance automatically every fifteen seconds. It gets pretty frenetic sometimes, but it is just the ticket in this era of instant gratification. You'll be enlightened *and* entertained!



8:00 pm

**Enter the raffle for the chance to
win various board games provided by
Pearson Education**



Saturday Luncheon and Keynote Speaker

Hermosa Huntington Manhattan Room
11:45 am to 1:45 pm

Dr. Michael Krebs

California State University,
Los Angeles

Creating a Culture of Problem Solvers

Flying back recently from a math conference on the East Coast, I sat near two strangers. One was another math person, a college student who had presented a poster on his research at the conference. The other, not a math person, was on her way to a corporate retreat. The two of them struck up a conversation, and I spent the flight eavesdropping on them. She asked him to describe his research, prefacing her request by explaining that she was not very good at math, saying, "If you asked me 78 plus 55 , I couldn't even do it." So he told her about his research problem. It dealt with a certain conjecture in graph theory. She caught on quickly to his description of the problem, and then, after a few minutes' thought, she exclaimed, "It's like a board game!" Somewhere between Baltimore and Phoenix, her view of the essential nature of mathematics changed. It wasn't all about arithmetical computation anymore. Ultimately, it was about using a mix of established techniques and creativity to achieve a desired outcome, within the fixed rules of a game. In other words, it was about problem-solving. In this talk, we'll discuss various ways to inject problem-solving into our classes and into students' lives.

March 1, 2014 Registration and Breakfast 8:00-9:00 am

Hermosa, Huntington, Manhattan

Saturday, March 1

9:00 – 10:00 AM

Redondo Room

Lilian Metlitzky

**The New Common Core: What is it and What are
the Implications for College Mathematics?**

In this presentation we will first examine the new Common Core State Standards (CCSS) in Mathematics and the Smarter Balanced Assessments. Then we will discuss how the new curriculum will change the abilities and expectations of students entering post-secondary institutions. We will conclude our discussions by considering the implications of these changes on our college curriculum and instructional practices.

Sunset Room

Barbara Illowsky

**Basic Skills Completion: The Key to Student Success in
California Community Colleges**

Faculty, administrators, staff, and researchers throughout the CCC system collaborated to produce a practical, comprehensive e-resource to help all of us develop, modify and adapt data-supported, scalable programs and projects. There are sections for all stakeholders involved in increasing student success, including a how-to for implementing the programs.

Malibu Room

John Martin

Blaise Pascal and His Mystic Hexagram

Inventor, mathematician, physicist and theological writer Blaise Pascal has been called, “the greatest might-have-been in the history of mathematics.” In this talk, we will examine his life and times and consider one of his most impressive discoveries.

10:00am - 10:30am

► **Coffee break and refreshments**

► **Visit the exhibits**

- **Grand Ballroom Foyer**

- **Laguna Newport**

Saturday, March 1

9:00 – 10:00 AM

International Center

Lynn Marecek and MaryAnne Anthony-Smith

Study Skills for Student Success in a Redesigned Course

Do students in redesigned classes have different study skills needs than students in traditional classes? Join in a discussion of this important topic and learn about study skills activities available in print and digital form that you can use to help your students develop effective study skills.

Atrium

Larry Perez

Putting the Web in Your Worksheets

We will teach attendees simple techniques for embedding multimedia content in physical worksheets. We will discuss smart worksheets which use QR Code architecture to bring the power of mobile technology to paper documents. www.algebra2go.com/qr

Huntington Room

Cheryl Ooten

Focus on Fractions to Scaffold Algebra

A recent study highlights the importance of fraction fluency for community college beginning algebra (and beyond) success. Hear the results, concerns, and recommendations of the research that looked at student demographics, self-efficacy beliefs, behaviors, placement test subscores, and final grades. Participate in a discussion of what might be done.

**Manhattan
Room**

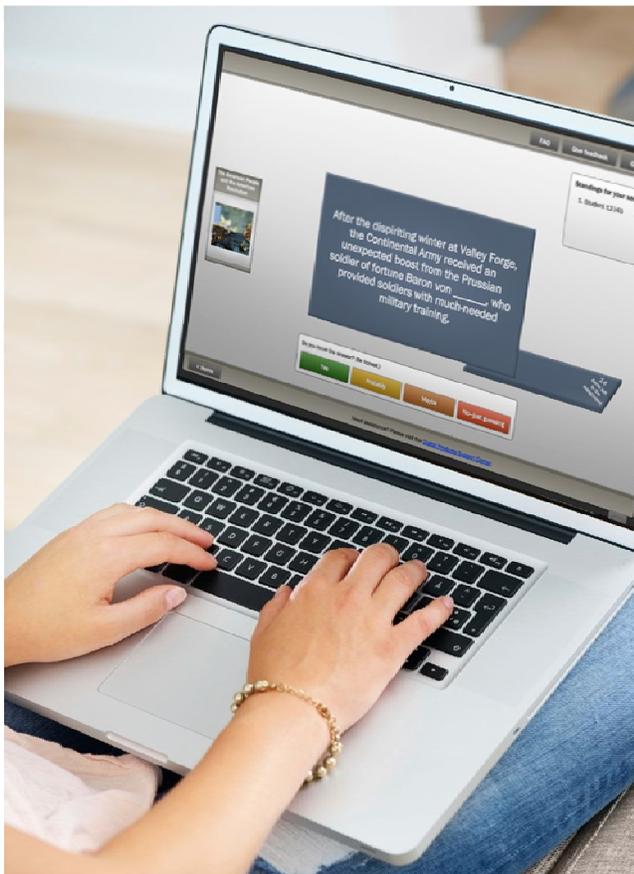
Mark Clark and Cynthia Anfinson

Fun Activities to Meet the Challenges of Beginning Algebra Students PART I

Join in the fun of using activities to set the tone for the course, to address key curriculum concepts and to bring excitement and life into a beginning algebra class. Practical techniques and applications will be included. Part 1 of a 2-part presentation.



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ALEKS has been used by millions of students in over 50 different mathematics, science, and business courses at thousands of K-12 schools, colleges, and universities throughout the world.

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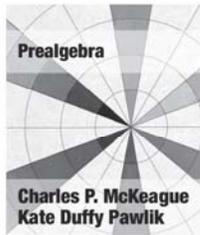


McGraw-Hill LearnSmart has been wildly successful in addressing student mastery of concepts across all course areas. LearnSmart is an adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge for greater success.

www.learnsmartadvantage.com



www.successinmath.com



Prealgebra:
The Complete Course

Derived from Prealgebra by Pat McKeague and Kate Duffy Pawlik, our Prealgebra Complete Course is organized as a one-semester, college mathematics course and provides a table of contents that includes an early introduction to negative numbers, equations, and algebra. This arrangement gives students extensive practice with an integration of these concepts during the greater part of the course.

xyz complete course



www.xyztextbooks.com
info@mathtv.com
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Join the CMC³ – South Board!

We are looking for enthusiastic individuals who are passionate about improving mathematics education at the community college level.

If you are interested in becoming a board member, please visit:

cmc3s.org/boardcall



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www.cmc3s.org

**March 1, 2014 Registration and Breakfast 8:00-9:00 am
Hermosa, Huntington, Manhattan**

The Program at a Glance (1st Floor)

	Redondo Room	Sunset Room	Malibu Room
9:00 – 10:00	<p align="center">Lilian Metlitzky</p> <p align="center">The New Common Core: What is it and What are the Implications for College Mathematics?</p>	<p align="center">Barbara Illowsky</p> <p align="center">Basic Skills Completion: The Key to Student Success in California Community Colleges</p>	<p align="center">John Martin</p> <p align="center">Blaise Pascal and His Mystic Hexagram</p>
10:30 – 11:30	<p align="center">Bruce Yoshiwara</p> <p align="center">Aligning the Community College Math Curriculum with the Common Core State Standards in Math</p>	<p align="center">Linda Hintzman</p> <p align="center">Opening the Algebra Gate: A Pre-Statistics Path to Transfer-Level Math</p>	<p align="center">Michael Campbell and Carlos Zambrano</p> <p align="center">The Optimal Can - An Uncanny Approach</p>
11:45 – 1:45	<p>Lunch and Keynote Speaker:</p> <p>Dr. Michael Krebs</p> <p>Creating a Culture of Problem Solvers</p> <p>Hermosa, Huntington, Manhattan</p>		
2:15-3:15	<p align="center">Carren Senn Walker</p> <p align="center">Core to College - Establishing Meaningful Collaboration</p>	<p align="center">Wade Ellis</p> <p align="center">Learning to Learn Developmental Mathematics: A Process Oriented Approach</p>	<p align="center">Leonard Wapner</p> <p align="center">A Cautious Approach to Asymptotes</p>
3:15-4:00	<p>Social and door prize drawing Laguna Newport Corridor Exhibit Hall</p> <p>Door prize drawing at 3:30</p>		

The Program at a Glance (1st Floor)

International Center	Atrium	Huntington Room	Manhattan Room	
<p>Lynn Marecek and MaryAnne Anthony-Smith</p> <p>Study Skills for Student Success in a Redesigned Course</p>	<p>Larry Perez</p> <p>Putting the Web in Your Worksheets</p>	<p>Cheryl Ooten</p> <p>Focus on Fractions to Scaffold Algebra</p>	<p>Mark Clark and Cynthia Anfinson</p> <p>Fun Activities to Meet the Challenges of Beginning Algebra Students PART I</p>	9:00 – 10:00
<p>Kathleen Almy</p> <p>Authentic Problem Solving in a Developmental Pathways Course</p>	<p>Karl Ting</p> <p>The Tai Chi of Basic Math</p>	<p>Jay Lehmann</p> <p>Curve Fitting in Algebra = Great Preparation for Statistics</p>	<p>Mark Clark and Cynthia Anfinson</p> <p>Fun Activities to Meet the Challenges of Beginning Algebra Students PART II</p>	10:30 – 11:30
<p>Lunch and Keynote Speaker:</p> <p>Dr. Michael Krebs</p> <p>Creating a Culture of Problem Solvers</p> <p>Hermosa, Huntington, Manhattan</p>				11:45 – 1:45
<p>Nicolette Jackson and Patty Van Noble</p> <p>Becoming Math Confident</p>	<p>Lisa J. Savy</p> <p>There's a Video for That</p>	<p>Jack Appleman</p> <p>Algebra and Statistics Word Problems: A Criminalist's Approach</p>	<p>Mark Greenhalgh</p> <p>Adjunct Faculty Forum</p>	2:15-3:15
<p>Social and door prize drawing Laguna Newport Corridor Exhibit Hall</p> <p>Door prize drawing at 3:30</p>				3:15-4:00

CSU/UC
Mathematics Diagnostic Testing Project

MDTP tests measure readiness for mathematics courses and are approved for use by California Community Colleges



- The Algebra Readiness Test assesses preparation for first year algebra courses.
- The Elementary Algebra Diagnostic Test assesses preparation for second year algebra courses.
- The Intermediate Algebra Diagnostic Test assesses preparation for precalculus and other courses at that level.
- The Precalculus Diagnostic Test assesses preparation for calculus. This test is available in a 40-item version and a 60-item version.

MDTP has two online practice tests available to anyone with Internet access. Students can use the online tests to prepare for precalculus and calculus level courses.
<http://mdtp.ucsd.edu/OnlineTests.shtml>

MDTP California Community College Coordinator
MaryAnne Anthony – (714) 564-6646
cccmdp@attglobal.net
<http://mdtp.ucsd.edu>

**Are you interested in speaking at the next
CMC³ – South conference?**

**Please submit your idea for a talk at:
cmc3s.org/futurespeakers**



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CMC³

**California Mathematics Council
Community Colleges**

**18th Annual Spring Recreational
Math Conference**

**MontBleu Hotel and Casino
Lake Tahoe, CA April 25 - 26, 2014**

**42nd Annual Fall Conference
Hyatt Regency Monterey Hotel and Spa
Monterey, CA December 5 – 6, 2014**

www.cmc3.org

Saturday, March 1 10:30 – 11:30 AM

Redondo Room

Bruce Yoshiwara

Aligning the Community College Math Curriculum with the Common Core State Standards in Math

California Community Colleges (CCCs) are asked to align developmental math curricula with the Common Core State Standards in mathematics (CCSSM). According to statements in July and December 2013, the University of California expects prerequisites to transferable courses to align with the CCSSM high school curriculum as a precondition for articulation.

Sunset Room

Linda Hintzman

Opening the Algebra Gate: A Pre-Statistics Path to Transfer-Level Math

Pasadena City College recently created a 2-semester basic skills sequence for non-STEM majors. Come find out what we decided to include in these courses, what we left out, and why. Developing a new path involves a lot more than mathematics.

Malibu Room

Michael Campbell and Carlos Zambrano

The Optimal Can - An Uncanny Approach

The calculus problem of producing an optimal can (i.e., minimal surface area) becomes much more interesting when considering storage costs in addition to material costs. It displays features in "phase transition" phenomena similar to that of a piece of metal magnetizing at low temperature. We will explore this open problem.

11:45am-1:45pm

**Hermosa, Hunting, Manhattan
Lunch and Keynote Speaker**

Dr. Michael Krebs

Creating a Culture of Problem Solvers

Saturday, March 1

10:30 – 11:30 AM

International Center

Kathleen Almy

Authentic Problem Solving in a Developmental Pathways Course

Pathways courses for non-STEM majors like Math Literacy for College Students, Quantway, and Statway use realistic problem solving in context. This session will show several examples of authentic problems, both open-ended and single solution. Participants will solve problems, discuss classroom challenges, and learn strategies for teaching with authentic problems.

Atrium

Karl Ting

The Tai Chi of Basic Math

Basic skills students fall into two categories: 1) Those students who are anxious and thus fear their lack of understanding of math, or 2) students who think they should not be in a basic skills class and rush through all their work. In either case, it leads to their lack of success. The talk will incorporate techniques of the Singapore mathematics method to model the four basic operations of arithmetic, connecting it directly with language, and leading to their algebraic form. The goal is to give all our students the opportunity to recognize their innate ability to problem solve leading to self-confidence and eventual success.

Huntington Room

Jay Lehmann

Curve Fitting in Algebra = Great Preparation for Statistics

Using curve fitting in elementary and intermediate algebra not only excites students and enhances their understanding of algebra, it also increases success rates in statistics. The approach offers rich student experiences of data analysis, contextual learning, and project assignments. First steps toward creating a pre-statistics course will also be discussed.

**Manhattan
Room**

Mark Clark and Cynthia Anfinson

Fun Activities to Meet the Challenges of Beginning Algebra Students PART II

Join in the fun of using activities to set the tone for the course, to address key curriculum concepts and to bring excitement and life into a beginning algebra class. Practical techniques and applications will be included. Part 2 of a 2-part presentation.

Saturday, March 1

2:15 – 3:15 PM

Redondo Room

Carren Senn Walker

Core to College - Establishing Meaningful Collaboration

Grant dollars supported faculty from high schools and community colleges to work together to shift practice and curriculum to better prepare students for the new Common Core assessments. What are the crucial initial steps to build strong ties of professional trust to support the deep levels of inquiry required to engage in acquiring the knowledge and skills to intentionally shift practice to reflect the expectations of the Common Core State Standards? Participants will also engage in some of the activities that resulted from the 15-month collaboration.

Sunset Room

Wade Ellis

Learning to Learn Developmental Mathematics: A Process Oriented Approach

Most developmental mathematics students believe that mathematics does not make sense and is learned through memorization. This talk presents ways of overcoming these student beliefs and of providing students with the confidence, mindset, perseverance, and mathematical learning processes needed for them to be successful in beginning and intermediate algebra.

Malibu Room

Leonard Wapner

A Cautious Approach to Asymptotes

The term "asymptote", as used in analytic geometry, is not well defined. Any one definition admits examples which another definition may not allow. This talk gives examples associated with several definitions and clarifies the distinction between graphical asymptotes and asymptotic equivalence as applied to functions. The talk includes a brief discussion of non-rectifiable curves.

3:15pm-4:00pm

Laguna Newport Corridor

Exhibit Hall

Social and door prize drawings

Drawings at 3:30 pm

Saturday, March 1 2:15 – 3:15 PM

**International
Center**

Nicolette Jackson and Patty Van Noble

Becoming Math Confident

It is no secret that anxiety about math can be a huge barrier to a student's success in college. During 2013 to 2014, Orange Coast College used Basic Skills Initiative funds to start a new learning community targeting students planning to take Pre-algebra who are highly anxious about math. Students in this academy took a counseling class in Fall 2013 to address their anxiety issues and then proceeded as a learning community into a Pre-Algebra class in Spring 2014. A panel presentation by the Becoming Math Confident Academy coordinator, instructors and professional experts will share about this new program.

Atrium

Lisa J. Savy

There's a Video for That

One way to liven up your presentation, engage students and bring math to life is through the use of videos. A wide selection of TV and movie clips will be shared, from the Scarecrow's version of the Pythagorean Theorem in 'Wizard of Oz' to Lindsay Lohan's flawed limit computation in 'Mean Girls'.

**Huntington
Room**

Jack Appleman

Algebra and Statistics Word Problems: A Criminalist's Approach

In this session attendees will learn how to teach students to use a crime detective's approach to structuring, analyzing, and solving the questions raised in word problems which promote algebraic and statistical understanding.

**Manhattan
Room**

Mark Greenhalgh

Adjunct Faculty Forum

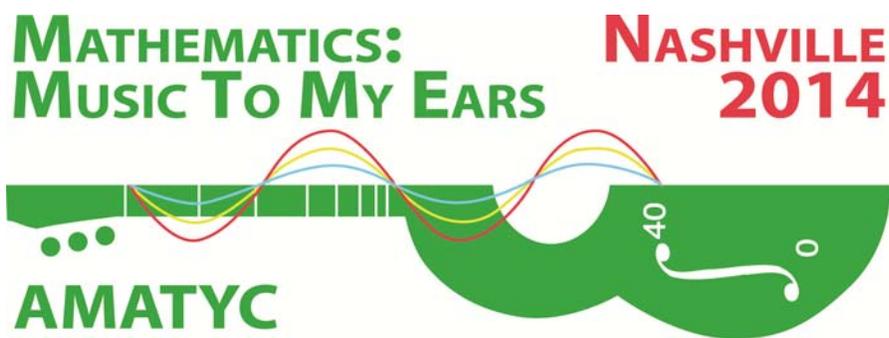
Adjunct faculty are invited to a forum to discuss items of interest specific to part-time faculty. Topics will include strategies to gain full-time employment, juggling working at multiple colleges and teaching multiple courses, sharing best practices, and the unique perspective that adjunct faculty bring to a campus. Facilitator: Mark Greenhalgh, Dean of Mathematics and Computer Science, Fullerton College.

**AMATYC 40th
Annual Conference**

**Mathematics:
Music To My Ears**

Nashville, Tennessee

November 13 - 15, 2014

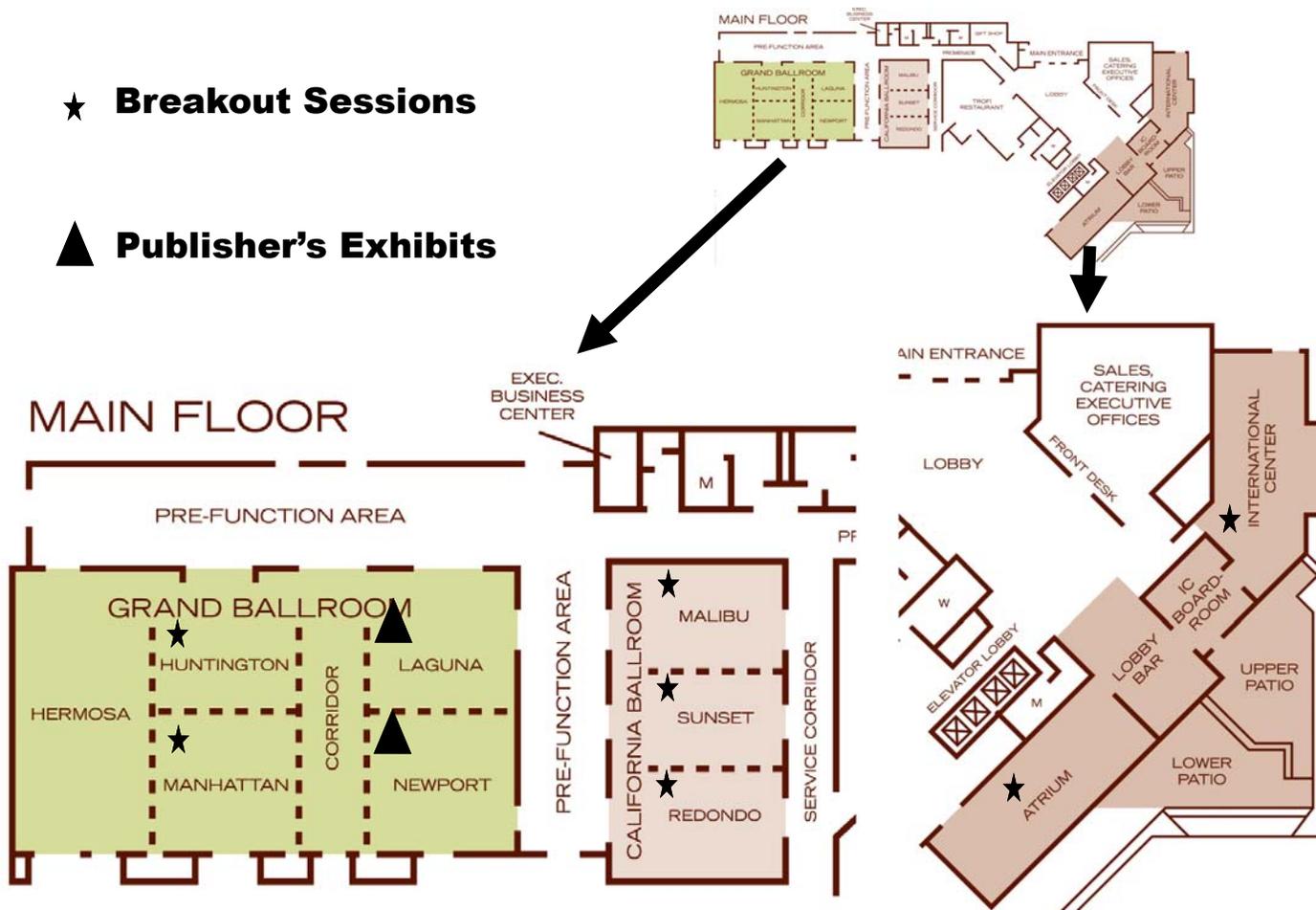


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★ **Breakout Sessions**

▲ **Publisher's Exhibits**



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