

Sinclair Mathnet

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FROM THE CHAIR



Hi, I'm Al Giambrone. Hopefully you remember me. As you may have noticed, I have not written for *Mathnet* since the October issue of Fall Quarter. My thanks and compliments go to Tony Ponder for his wonderful

article in the November issue on the many benefits of studying mathematics. Tony will return to write for the second winter quarter issue and then I will be back again in the spring. Sounds like the classic case of musical chairs doesn't it? But I think this sharing of duties is reflective of the upbeat and harmonious cooperation that we display in our well-orchestrated Mathematics Department working environment. No doubt this well-tuned cooperative environment is the key to and is instrumental in our ability to serenade our students with the symphony of learning opportunities that we provide. On that note allow me to end this paragraph before you conclude that my time on sabbatical has caused my mental activity to decrescendo into a state of unmeasured dissonance.

Actually my time on sabbatical continues to be productive, enriching and relaxing. Since writing you last I have made successful visits to the mathematics departments at Johnson County Community College in Kansas City and Glendale Community College in Phoenix. Both are Vanguard Colleges with excellent programs and much that we can learn from. I also attended the American Mathematical Association of Two Year Colleges annual conference in San Diego. This is an outstanding conference for two year college mathematics instructors, and I had the oppor-

tunity to attend eleven excellent sessions, including one presented by our own Ed Gallo. In case you haven't heard, we are fortunate that next year's conference will be in Cincinnati. I strongly recommend it, and hope that many of you will be able to attend. I am also working on arrangements to make a visit to another Vanguard College, the Community College of Baltimore County, in February. Upon completion of that I will have sampled community college mathematics teaching at nearly evenly spaced points from one end of our country to the other - Baltimore, Dayton, Chicago, Kansas City, Phoenix and San Diego.

In addition I have spent many hours working on my data analysis project. I have now collected grade information on all students who took Math 101, 102, 116, 121, 122, 131, 132 or 201 in the last three academic years and gone on to take a follow up course within the next two quarters. I have input most of this data into Excel. This has been an excellent opportunity for me to learn more about Excel and to review my knowledge of statistics. Once done, this information will enable us to have a better understanding of the student learning that is taking place in these courses and to better assess the effectiveness of a variety of initiatives such as our graphing calculator required college algebra sections, our lab component sections of tech math, our EXL sections of Math 102 and our own effectiveness as instructors.

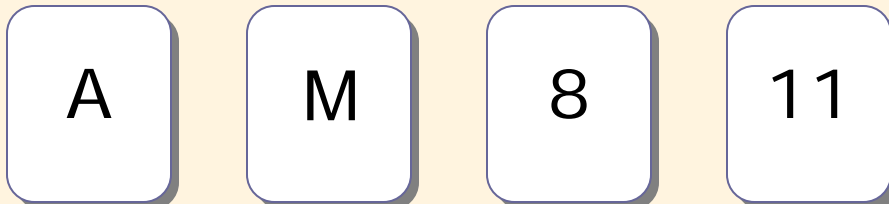
Finally, I would like to take a moment to thank and congratulate Gwen English who has announced her retirement at the end of Winter Quarter. Gwen has served the Department well for many years both as a full-time faculty member and, prior to that, as a part-time faculty member. (Continued on Page 4)



Test Your Skills

The special course offering "Introduction to Mathematical Proofs" is off to a flying start this quarter. Here is one of the problems from that class. The solution is posted on the door to Lyn Keeler's office (Room 1345).

Four cards are laid out as shown below:

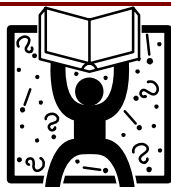


A proposition is now given: "If a card has a vowel on one side, then it has an even number on the other side."

Which cards must be turned over in order to prove that the proposition is true?



DEPARTMENT COLLOQUIUM



We will have a Department Colloquium on Friday, February 10, 2006 at 2:30 p.m. in Room 3001. All members of our full- and part-time faculty are welcome, as well as students who are interested in mathematics. The speakers and titles are as follows:

1. Karl R. Hess, Assistant Professor of Mathematics, Sinclair Community College
"Fast Cars and Card's Tricks
– An **IMAGINARY** Tale" –
How the Cubic was Solved in Renaissance Italy
2. Darrin D. Frey, PhD, Associate Professor of Mathematics, Cedarville University
"Iteration and Chaos:
Beauty from the Mundane"

Refreshments will be served.



(Continued from page 1) She has made special contributions in the areas of Health Math and the Tech Prep Program, for which I am particularly grateful. She will be missed, but happily she has indicated an interest in remaining active with the Department in a part-time capacity. Best wishes for an enjoyable and fruitful retirement to Gwen!

Al Giambrone ■

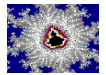
Harvey's Joke Corner

A student spotted an S.C.C. van with its doors open. It read "Sin city."

Baseball Manager: "My 4'11" star infielder plays second and a half base. He's sensitive about his height."



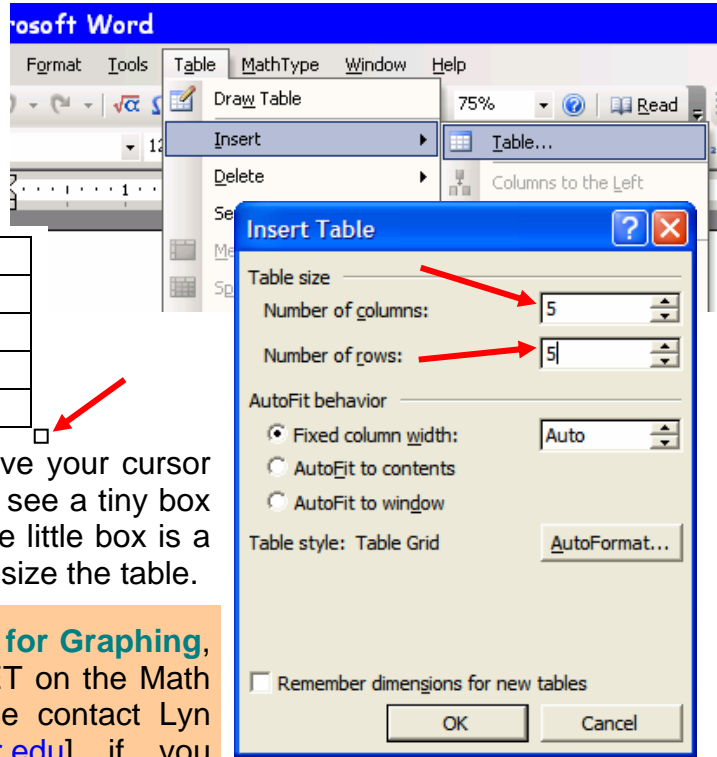
A flawed computer printout of points on $y = 2x$:
(1, 2), (2, 4), (3, 6), (4, 8), (5, 11)....
The computer went "off-line."



USING A TABLE TO CREATE A GRID

An easy way to create a grid that can be used for graphing is to use the Table feature in Word.

1. Click on **Table** on the menu bar and select **Insert** and then **Table...**
2. Setting the **Number of columns** and the **Number of rows** each to 5 yields the table shown.



3. Resizing the cells in the table is easy. Move your cursor near the very bottom right of the table until you see a tiny box appear just outside the corner of the table. The little box is a "handle" that you can grab with your cursor to resize the table.

A full tutorial, **Creating Grids for Graphing**, can be found under MATHNET on the Math Department's z-drive. Please contact Lyn Keeler [ellen.keeler@sinclair.edu] if you have any questions.

USING A TABLE TO CREATE A SET OF AXES
 An easy way to create a grid that can be used for graphing is to use the Table feature in Word.

CREATING A TABLE
 1. Click on Table on the menu bar and select Insert and then Table...

2. Setting the number of columns and the number of rows each to 5 yields the table shown.

3. Resizing the cells in the table is easy. Move your cursor near the very bottom right of the table until you see a tiny box appear just outside the corner of the table. The little box is a "handle" that you can grab with your cursor to resize the table.

DRAWING GRID LINES
 Now we will open the grid to make it easier to use for graphing. Click on any cell in the table to place your cursor on the table. On the menu bar, click Format, then Borders and Shading.

Open the Borders and Shading menu again (Format, then Borders and Shading). Select the following:
 (1) Click on the Color menu.
 (2) Select light gray from the Color menu.
 (3) Click on the Width menu.
 (4) Click on the Width menu.
 (5) Click OK.

Place your cursor in the cell to the left and type "x" to label the x-axis.

DRAWING GRID AXES
 The idea is the same here. Select one row by clicking the cursor to the left of the row and clicking to make it high light. Then make the cursor down and the number of rows are highlighted.

Use Cut to remove these rows and place them on the clipboard.
 To add more rows above the grid, after placing them on the clipboard, click on the clipboard icon on the menu bar. (Click on the clipboard icon on the menu bar.)

Click on the table border and drag to increase or decrease the size of the row and column.

POSITIONING A TABLE
 There are several ways to position a table on a page in a document.
 The easiest way to use the Table Properties dialog box is to click on the Table and then Table Properties...
 In the Table Properties dialog box, click on the Table tab. In the upper right corner of the dialog box, click on the Table tab. In the upper right corner of the dialog box, click on the Table tab.



Faculty Feature – Emmilla Ross

In this issue of *Mathnet*, we feature one of the Math Department's best assets, our secretary Emmilla Ross.

Emmilla is herself the recipient of a Sinclair Community College degree, having earned an Executive Secretary degree with a word processing option in June of 1988. As a student, she worked in the English Department under department secretary Fortunate Finley. She has worked for the Math Department for 17 years.

I caught up with Emmilla to ask her a few questions. When asked about her favorite part of her job she says, "I like helping people. When you first come to school after being out for more than ten years, it can be overwhelming and scary. That's why I especially like helping students."

Emmilla was born in her grandmother's house in Kentucky, but has been in Dayton ever since she was two months old. She has a son, James Jr., who lives in Columbus. Her daughter Amber lives in town with her husband and three daughters. Emmilla is the proud grandmother of Shyanne, who is six years old, and twins Raven and RYanne, who are four. Emmilla recently purchased a new house in Trotwood, where she lives with her mother, Alean Watts.

A Girl Scout leader for seven years, Emmilla had a troop of 25 girls when her daughter Amber was young. She is no longer a leader, but helps out occasionally.

When asked about hobbies, Emmilla adds, "I've roller skated for 44 years and still skate occasionally." She loves to attend church and is the lay reader. She also enjoys crafts and sewing, and is an avid reader of romance novels.

Emmilla's positive disposition can be summarized by her outlook on life: "I try to live each day as if it was the last, because tomorrow is not promised to us."

Susan Harris ■



REMINDERS

- Remember the Testing Center requires 24 hours lead time. When sending tests to the Testing Center be sure to plan ahead so the test is ready when the student comes to take it.
- Please do not cancel classes even if you have completed the material. Find some way to make good use of the time. If it is impossible for you to make a class, please get a substitute.
- Please notify the office if you wish to be added to or deleted from the substitute list.
- Please remember to turn in a copy of your test as well as your grade distribution to your course coordinator.
- Be sure that unregistered students are not permitted to attend your class.