

Recitation Instructions

MA 16600 Spring 2016

Before class

1. Do all homework problems corresponding to the lessons or lectures since your last recitation class. For example, for your recitation class scheduled for Thursday, February 4, you must do all assigned homework problems from lessons 8, 9, and 10. Write the solutions neatly using the same steps or methods your students will use. Try to anticipate what parts of the solutions will be most confusing to students.
2. Prepare a 15-minute quiz. The lessons covered by the quiz are indicated in the Assignment Sheet.
3. Grade the quiz papers you collected in your previous recitation class, record scores in webassign, and compute average and range. Make brief notes about common mistakes.
4. The worked solutions (from step 1), new 15-minute quiz (step 2), and comments on the most recently graded quiz (step 3) constitute your class preparation. Take this preparation to class with you. It helps to put all tasks you need to do on one page organized in a timeline.

During class

1. (:25 or :26) Write the lessons you will answer homework problems on on either the right or left side of the board in a horizontal line. For example, for your recitation class scheduled for Thursday, February 4, you will write 8, 9, and 10. Start returning graded quiz papers. Start class officially at either :30 or after you return all papers to the students that are present—whichever comes later. Put the rest of the papers in your bag or under your notes. Late students can collect their papers after class.
2. (:32 – :35) Write the quiz average and range on the board. Say which problems were answered well and which were not. Mention common mistakes showing the correct computation on the board. Don't involve students.
3. (:35 – :37) Ask for all problems the students want to see: "What problems do you want to see from lesson 8?" Use webassign problem numbers. Make a list:

8	9	10
3	2	1
5		8
		9

When students are finished asking for homework problems find out how many people want to see each problem: "Hands up who wants to see 3?", "5?", etc.

4. (:40 – :05) Do the homework problems according to popularity (votes). It is not important that you do all the homework problems. It is important that you use your class time (and your students' time) well. Preparing well and doing the most popular problems guarantees this. Encourage your students to contribute to the solutions. Ask them "how did you start this problem?", "what did you try—washers or shells?", "did you manage to figure out the spring force?", "what is the next step?" Pay close attention to the parts of the solution you predicted would be confusing to your students. Explain these parts carefully and check afterwards that students understood: "is that clear?", "hands up if you need me to go over that step again".
5. (:05 – :20) Give the new quiz. End the quiz at :20.