

Undergraduate Committee Agenda for the October 17 2018 Meeting.

This will be an evolving document at least until October 17. Suggestions/comments to ugchair@math.toronto.edu.

The (nearly-) latest version is always at http://drorbn.net/uc/UG_Committee_Agenda_181017.pdf. This version: 2018-10-17 4:28 PM.

Meta

I don't know if there is a formal definition of this committee. Here's mine:

1. Do UG-related errands and earn good deed points.
2. Advice/back the associate chair / staff as necessary.

This leaves a lot open. How often should we meet? What should we talk about?

Awards subcommittee.

We need to set up an "awards subcommittee". Deadlines already in mid-November. Eckhard? Boris?

- The President's Teaching Award (deadline March 18, 2019), The Early Career Teaching Award (deadline January 18, 2019), The University of Toronto Teaching Fellowships (January 18, 2019), and the Northrop Frye Award (December 3, 2018): <https://memos.provost.utoronto.ca/call-for-nominations-u-of-ts-teaching-excellence-and-student-learning-awards-pdad-13/>.
- The Gordon Cressy Student Leadership Award (November 14, 2018): <https://alumni.utoronto.ca/events-and-programs/awards/cressy/nominations>.
- Further awards at <http://www.artsci.utoronto.ca/faculty-staff/cpad-info/2018-2019-memos/pdfs/21.pdf/>.
- Various "internal" PDF CI / GS CI / TA awards.

CM (Curriculum Management) issues.

CM submission deadline: October 19.

Changes to MAT138 course description: (Following discussions with Alfonso, Felix, and Bob Jerrard); was / suggested:

<p>Course Description: The reading and understanding mathematical statements, analyzing definitions and properties, formulating conjectures and generalizations, providing and writing reasonable and precise arguments, modelling and solving proofs. This course is an excellent preparation for MAT157Y1, MAT237Y1, MAT240H1, and other proof-oriented courses. Note: students may take this course concurrently with MAT157Y1 or prior to registering in MAT157Y1.</p> <p>Prerequisite: High school level calculus</p> <p>Exclusion: MAT157Y1</p> <p>Distribution Requirement: Science</p>	<p>Course Description: The goal of this course is for students to become comfortable with abstraction, rigour, logic, and proofs. They will practice reading and understanding mathematical statements, analyzing definitions and properties, formulating conjectures and generalizations, providing and writing reasonable and precise arguments, writing and critiquing proofs. The instructor may use specific mathematical content, which could vary from year to year, to practice these skills. The course is aimed to students interested in the creative character of mathematics, particularly those planning to take any of our proof-oriented courses, and is an excellent preparation for MAT137Y1, MAT157Y1, or MAT240H1.</p> <p>Note: students may take this course concurrently with MAT157Y1 or MAT137Y1, or prior to registering in</p>
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Staffing Changes

Goodbye, Ashley Armogan! Welcome, Marija Ignjatovic!
Welcome, Cherylyn Stina!

Teaching Assignments

Will be done by Florian Herzig, starting around this January.

Numbers

Are in the attached handout and also at <http://drorbn.net/uc/181010-ReportForCouncil.pdf>

Breadth Requirement: The Physical and Mathematical Universes (5)	<p>MAT157Y1 or MAT137Y1. This course can also be used by students who had already taken MAT136 and wish to bridge the gap to MAT237.</p> <p>Prerequisite: High school level calculus.</p> <p>Exclusion: MAT157Y1</p> <p>Distribution Requirement: Science</p> <p>Breadth Requirement: The Physical and Mathematical Universes (5)</p>
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MAT237: On same matter, change MAT237 prerequisites to:

MAT137Y1/MAT157Y1/MAT136H1(90%)/(MAT136H1(65%),MAT138H1),MAT223H1/MAT240H1

MAT329 “Concepts in Elementary Mathematics”: reduce prerequisite requirement from 7FCE to 5FCE (all else the same). See email from Felix on 180911:

A couple of realities (mostly lack of motivation for elementary teachers to take the course and increasing pressure from undergrad students interested in the course) caused significant changes of the goals and nature of MAT329.

I think that now, without sacrificing the new goals and the higher level of the course, we should try to take measures that could help to increase the still small size of the classes, now typically between 25 and 35 students.

That’s why I would suggest either to be very lenient if we keep the current 7FCE requirements of to reduce those to say, for example, 5FCE.

Changes to MAT357 course description: (Suggested in July by Spyros; needs re-confirmation); was / suggested:

<p>Course Description: Function spaces; Arzela-Ascoli theorem, Weierstrass approximation theorem, Fourier series. Introduction to Banach and Hilbert spaces; contraction mapping principle, fundamental existence and uniqueness theorem for ordinary differential equations. Lebesgue integral; convergence theorems, comparison with Riemann integral, L_p spaces. applications to probability.</p>	<p>Course Description: Concept of abstract measure spaces. Examples from Function spaces; Banach and Hilbert spaces; Arzela-Ascoli theorem, Weierstrass approximation theorem, contraction mapping principle, fundamental existence and uniqueness theorem for ordinary differential equations. Elements of Fourier Analysis, using Riemann integration: Fourier Series, Fourier Transform, Approximations of functions using Fourier Series. Applications of Fourier Analysis.</p>
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Sarah wishes to mention:

Proposed Mandate: To draft learning objectives for the introductory calculus courses offered by the Department of Mathematics, for approval by the Undergraduate Committee and Teaching Stream faculty members with continuing appointments.

Rationale: Changes are either underway or on the immediate horizon for all of our introductory calculus courses. Establishing learning objectives at the department level will help to ensure that each course plays a clear role in our curriculum, that there is continuity between offerings of the courses, and that the work that is being put into these changes holds up to coordinator changes.

Donna on 180906: "From time to time I received mails from students regarding these priorities. I would like to ask that this year we re-submit requests for priority listing for math program students in the courses that are listed in the math programs."

Mary says.

Could we have something about the math courses at UTM and UTSC and getting them listed in our courses as prerequisites? We get UTM & UTSC students who try to take our courses during the summer and discover they're underprepared.

And also a discussion of whether we should put some minimum marks into the prerequisites for some of our own courses? E.g. a minimum mark in MAT246 before students can proceed to take certain upper-level courses?