**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE 8/25/2016

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Dr. Robin Magruder

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 341-01 Elementary Mathematics Methods 3.0

TEXTBOOK **Required** Not Required

**Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2016). *Elementary and middle school mathematics: Teaching developmentally*. Upper Saddle River, NJ: Pearson.**

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.*

**This course is designed to familiarize pre-service teachers with processes of thinking about mathematics concepts that are taught to students in the P-5 level. Pre-service teachers explore national and state standards for mathematics including the Common Core Content Standards for Mathematics (CCSM) as well as other appropriate standard documents. Instructional materials, strategies, and evaluation tools will be investigated noting response to developmental and diverse needs of learners. The course will include research on effective schools and best practices (implications for teaching).**

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*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

|  |
| --- |
| **Explore Learning Gizmos**  **Students will be able to explain and reflect on a math topic by using technology.** |
| **Integrated Lesson Plan**  **Students will be able to create a lesson plan which integrates science or social studies and score a minimum B on the scoring rubric.** |
| **Textbook Analysis**  **Students will be able to analyze and evaluate a common math textbook using a rubric.** |
| **Manipulative**  **Demonstration**  **Students will create a manipulative and lesson and score a minimum B on the scoring rubric.** |
| **Constructed**  **Response**  **Assessment**  **Students will create an assessment and score student responses correctly.** |
| **Original Math Book of Game**  **Students will create a book or game integrating math content and score a minimum B on a rubric.** |

*3. COURSE OUTLINE: Outline the topics/units that are to be taught.*

|  |
| --- |
| Introduction to course  Overview of syllabus  Field Experiences/PPD  PRAXIS Exam  Common Core Standards for Mathematics (CCSM) |
| Explore Learning Gizmos |
| Standards for Mathematics Practices |
| Conceptual/Procedural Understanding of Mathematics |
| CCSM Domain: Measurement and Data  Integrating Math into the Curriculum |
| Measurement and Data  Lesson Planning |
| CCSM Domain: Geometry  Analyzing Textbooks |
| Manipulatives |
| CCSM Domain: Operations and Algebraic Thinking (Basic Facts) |
| Operations and Algebraic Thinking  (Multiplication/Division) |
| Operations and Algebraic Thinking  (Addition and Subtraction Strategies |
| Operations and Algebraic Thinking  (Algorithms) |
| CCSM Domain: Number and Operations: Fractions  Assessment |
| Number and Operations:  Decimals and Percent |
| CCSM Domain: Number and Operations in Base Ten  Integrating Literature in the Classroom |
|  |
| CCSM Domain: Counting and Cardinality  Using Games to Teach Mathematics |
| Counting and Cardinality |

*4. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.*

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Point Value** |
| September 15  October 6  October 25  November 8 | Explore Learning Gizmos | 25 points each,  100 points total |
| September 27 | Integrated Lesson Plan | 40 points |
| October 13 | Textbook Analysis | 40 points |
| November 2 | Manipulative Demonstration and Lesson Plan | 40 points |
| November 8 | Gizmo Reflection | 40 points |
| November 15 | Constructed Response Assessment | 40 points |
| December 1 | Original Math Book OR Original Math Game | 40 points |
| Various | In-class Assignments/Class Participation | 30 points |
| October 27  October 11  November 22  December 8 | Field Experiences  12 Classroom Hours Due  Integrated Lesson Field Hours  Assessment: Constructed Response Field Hours  Children’s Book or Game Field Hours | 200 points |
| December 8 | PPD | 30 points |
| TBD | Final Exam | 100 points |
| Various | Class Participation Activities | 100 points |
|  | Total\*  \*May be revised as needed. | 800 points |

**GRADING SCALE:**

Assuming punctual, regular attendance and effective participation, grades will be determined using the following scale:

|  |  |  |
| --- | --- | --- |
| Percentage | Points | Grade |
| 93 -100% | 744-800 | A |
| 83 - 92 % | 664-743 | B |
| 73 - 82% | 584-663 | C |
| 65 – 72 % | 520-583 | D |
| 64% or below | <520 | F |

Whole letter grade (A-F) will be earned. Students must earn at least a C grade in all education classes or they will have to be repeated.

*5. REQUIREMENTS:*

*a. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.*

*b. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).*

*c. Supplemental reading assignments or outside work required.*

*d. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.*

**Participation (100 points total) Various Due Dates**

Some activities and in-class assignments will be for your benefit only. Others will be turned in for a grade and be worth up to 20 points per assignment.

Reading/Reflection guides and PRAXIS practice questions will be assigned regularly for homework.

**Field Experiences (200 points) Due October 11, October 27, November 22, December 8**

ED 341 students are required to **complete 20 hours** of Field Experience clearly logged on the Field Experience Summary Form. Students are expected to follow the Field Hour Guidelines provided by course instructors for all field work assignments. Please have the cooperating public school teacher sign the form to verify time spent in the classroom or diverse setting. ED 341 students will type a **one** **page reflection** for each field experience. The instructor will provide specific questions for written reflection. These 20 Field Hours will represent the following activities:

Any variations or modifications to these field hour experiences must be approved by the instructor in advance. Please submit a brief written explanation of the proposed modification, details on obtaining the hours, and justification.

Two points for each hour will be earned by entering data into Kentucky Field Experience Tracking System (KFETS). Information and training will be provided. In order to receive these points, the hours must be entered by the due date. No late points will be given for this portion of the assignment.

3 hours observing in a P-3rd grade math classroom

3 hours observing in 4th -5th grade math classroom

Due October 27

3 hours observing in a 6th -8th grade math classroom

3 hours observing in a math intervention classroom

**Integrated Lesson:** 3 hours for lesson plan development, observation, and implementation in a P-5 math classroom. This lesson should be interdisciplinary, related to science, or social studies. More details will be provided in class. Lesson plan due September 22. Field hours due October 11.

**Constructed Response:** 2 hours creating and implementing constructed response assessment, due November 10. Field hours for this assignment are due November 22. A specific set of questions will be provided for reflection on this experience.

**Original Book or Game:** 3 hours for lesson plan development, observation, and implementation of an original math children’s book or game in a P-5 math classroom. More details will be provided in class. Book and lesson plan due December 1. Field hours due December 8.

**Pre-Professional Development Experiences (30 points) Due December 8**

ED 341 students are required to attend **three (3) hours** of PPD outside of class time. PPD seminars are held on campus and include topics regarding educational issues for pre-service teacher development. The schedule is available on the School of Education website. All PPD sessions should be clearly logged on the attached PPD Summary Form with a signature of the presenter to verify attendance. Students will type a **one page reflection** for each PPD and attach it to the PPD form. PPD reflections should answer the following questions:

1. What is your description of the PPD session attended?
2. What do you like/dislike about the PPD session?
3. What did you learn from the session?
4. What would you change and why?
5. How can you apply the lessons learned?
6. What types of diversity did you learn about?

NOTE: The Teacher Education Program requires completion of at least 230 field and PPD hours (200 field and 30 PPD hours) prior to student teaching semester. All education courses require field and PPD hours leading up to the total 230 hours.

**Assignments/Projects/Research**

**Explore Learning Gizmo (100 points)**

**Due September 15, October 6, October 25, November 8**

ED 341 students will receive a unique log-in code for Explore Learning Gizmos. They will be responsible for completing the Student Exploration Sheets and turning in a paper copy at the beginning of class. Students are also responsible for completing Assessment Questions online. The purpose of these gizmos is to become familiar with mathematics content, as well as experience an integration of quality technology in the classroom.

**On November 8**, students will also turn in a two-page reflection on the experiences using Explore Learning Gizmos. Summarize the experiences, discuss ease of access, and connect each gizmo to at least one math standard. Reflect and evaluate the gizmos, discuss how students benefit from gizmos, challenges in the implementation, and explain how you would use gizmos in your classroom.

**Integrated Lesson Plan (40 points)**

**Due September 27**

ED 341 students will create an integrated lesson plan which links mathematics to a science or social studies content standard. PGES lesson plan format will be used. Lesson plan must be submitted and approved prior to teaching the lesson.

**Textbook Analysis (50 points)**

**Due October 13**

ED 341 students will analyze and evaluate student textbooks provided by professor. More information will be provided.

**Manipulative Demonstration and Lesson Plan (40 points)**

**Due November 2**

ED 341 students will create a class set of manipulatives and prepare a ten minute demonstration. Appropriate materials (handouts, etc.) will be provided to all students as well. A lesson plan using the PGES format will be written.

**Constructed Response Assessment (40 points)**

**Due November 15**

ED 341 students will create a constructed response assessment to be administered to a minimum of five P-5 elementary students. Constructed Response must be submitted in advance and approved prior to implementing in the classroom. The field hours reflection will include a unique set of questions which allow students to reflect on this experience. More information will be provided.

**Original Math Book OR Original Math Game (40 points)**

**December 1**

ED 341 students will create an original children’s book and lesson plan to be taught in a P-5 classroom. PGES lesson plan format will be used. More information will be provided. Book and Lesson Plan must be approved prior to teaching the lesson. OR ED 341 students will create an original math game either on their own or with a partner. Students must also create a one-page handout providing rules of the game and links to CCSM.

**Final Exam (100 points)**

**Date to be Determined**

**EVALUATION Process and expectations:** Students are expected to submit assignments via Tiger Net. The professor will provide detailed feedback with a scoring rubric.

1. *BOOKLIST*

National Council of Teachers of Mathematics. (2016). Illuminations. Retrieved from

<https://owl.english.purdue.edu/owl/resource/560/10/>

Utah State University. (2016). National Library of Virtual Manipulatives. Retrieved from

<http://nlvm.usu.edu/en/nav/vlibrary.html>

***Campbellsville University***

**School of Education Fall 2016**

**ED 341-01 Elementary Mathematics Methods**

**Tuesday/Thursday 12:30 pm-1:45 pm ED 121**

Instructor: Dr. Robin Magruder

Office Phone: (270) 789-5139

Office Hours: Tuesday 11:30 am-12:30 pm, 1:00 pm-5:00 pm

Thursday 11:30 am-12:30 pm, 1:00 pm-5:00 pm

Email: rlmagruder@campbellsville.edu

*Campus Security numbers: Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

**“Empowerment for Learning”**



**Textbook:** Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2016). *Elementary and middle school mathematics: Teaching developmentally*. Upper Saddle River, NJ: Pearson.

**Pre-requisites**: Admission into CU School of Education

MATH 201, MATH 202

**Course Description:**

This course is designed to familiarize pre-service teachers with processes of thinking about mathematics concepts that are taught to students in the P-5 level. Pre-service teachers explore national and state standards for mathematics including the Common Core Content Standards for Mathematics (CCSM) as well as other appropriate standard documents. Instructional materials, strategies, and evaluation tools will be investigated noting response to developmental and diverse needs of learners. The course will include research on effective schools and best practices (implications for teaching).

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **National Council of Teachers of Mathe-matics**  **(NCTM)** | **CAEP** | **ACEI** |
| **Explore Learning Gizmos**  **Students will be able to explain and reflect on a math topic by using technology.** | 2,4,6 | 1.2, 6.3 | 4,5 | 1 | Yes | Various | 1 |  |
| **Integrated Lesson Plan**  **Students will be able to create a lesson plan which integrates science or social studies and score a minimum B on the scoring rubric.** | 1,2,3,7,8 | 1.2,2.2,  2.4,3.3 | 1,2,3,4,  7,9 | 1,2 | Yes | Various | 1 |  |
| **Textbook Analysis**  **Students will be able to analyze and evaluate a common math textbook using a rubric.** | 2,3,6,8 | 1.2,3.3 | 1,4,7,9 | 1,2,5,6 | No | Various | 1 |  |
| **Manipulative**  **Demonstration**  **Students will create a manipulative and lesson and score a minimum B on the scoring rubric.** | 1,2,3,6,7,8 | 2.4,3.3 | 1,2,3,4,6 | 1,2,4 | Yes | Various | 1 |  |
| **Constructed**  **Response**  **Assessment**  **Students will create an assessment and score student responses correctly.** | 1,2,5,7 | 2.2,2.4 | 4,5,6,7,8 | 1,2,3 | Yes | Various | 1 |  |
| **Original Math Book of Game**  **Students will create a book or game integrating math content and score a minimum B on a rubric.** | 1,2,3,4 | 1.2,2,4,3.3 | 1,2,3,4,5 | 1,2 | Yes | Various | 1 |  |

**Kentucky Teacher Standards (*KTS*)**

Standard 1The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 4 Content Knowledge InTASC 5 Application of Content InTASC 6 Assessment

InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)** Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**National Council of Teachers of Mathematics Content Standards**

Numbers and Operations

Algebra

Geometry

Measurement

Data Analysis and Probability

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

|  |  |
| --- | --- |
| **Objective** | **Activities** |
| Demonstrate knowledge of mathematics through design of appropriate learning strategies for all P-5 students. | Class discussions  Integrated Lesson Plan  Manipulative Demonstration  Original Math Book  Field Experience |
| Design, implement, and reflect on instructional experiences that integrate curriculum across disciplines, especially English Language Arts/Literacy Standards. | Integrated Lesson Plan  Textbook Analysis  Original Math Book |
| Engage all students in problem solving and inquiry as major strategies in teaching mathematics. | Explore Learning Gizmo  Integrated Lesson Plan  Manipulative Demonstration  Constructed Response Assessment  Original Math Book |
| Improve knowledge of mathematics resources, including technology. | Explore Learning Gizmo  Textbook Analysis  Manipulative Demonstration |
| Increase knowledge of and familiarity with Common Core Content Standards for Mathematics (CCSM). | Integrated Lesson Plan  Textbook Analysis  Manipulative Demonstration  Constructed Response Assessment  Original Math Book |
| Apply the connections to Kentucky Teacher Standards (KTS), Professional Growth and Effectiveness System Domains (PGES), and other appropriate documents to instructional planning. | Integrated Lesson Plan  Textbook Analysis  Constructed Response Assessment  Field Experience |
| Improve differentiation skills to meet the needs of all learners (e.g. multicultural, gender, socioeconomic, academic). | Manipulative Demonstration  Original Math Book  Field Experience |
| Explore assessment of and for student learning of mathematics. | Constructed Response Assessment  Field Experience |
| Design mathematics instruction to empower students to function successfully in a diverse global society. | Explore Learning Gizmo |
| Explore positive relationships with parents and community. | Original Math Game  Field Experience |
| Interrelationship of basic concepts and philosophy of education to praxis. | Textbook Analysis  Manipulative Demonstration  Field Experience |
| Explore relationships of P-5 mathematics concepts and praxis   * + Identifying purpose for teaching mathematics content   + Identifying interdisciplinary nature of mathematics   + Planning, implementing, evaluating/assessing instruction (practice teaching, field experiences, observing, discussing, and reflecting on teaching)   + Awareness of understanding of diversity (e.g., cultural, economic) as it affects students’ learning and teachers’ instruction   + Creating and/or selecting instructional technologies and materials   + Knowledge of various strategies for engagement of all students for success in science and mathematics | Integrated Lesson Plan  Textbook Analysis  Manipulative Demonstration  Constructed Response Assessment  Original Math Book  Original Math Game  Field Experience |

**COURSE TASKS/Requirements:**

**Participation (100 points total) Various Due Dates**

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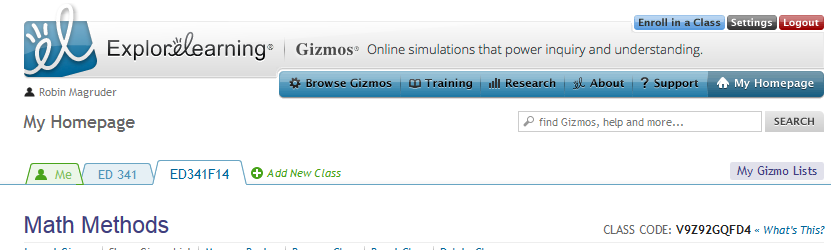
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**Final Exam (100 points)**

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**GRADING SCALE:**

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| 64% or below | <520 | F |

Whole letter grade (A-F) will be earned. Students must earn at least a C grade in all education classes or they will have to be repeated.

**RUBRICS:**

Scoring rubrics will be provided for all assignments.

**BIBLIOGRAPHY:**

National Council of Teachers of Mathematics. (2016). *Illuminations*. Retrieved from

<https://owl.english.purdue.edu/owl/resource/560/10/>

Utah State University. (2016). *National Library of Virtual Manipulatives*. Retrieved from

<http://nlvm.usu.edu/en/nav/vlibrary.html>

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I” grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Tentative Schedule of Topics and Required Reading**

\*The instructor reserves the right to modify this schedule as necessary. Students will receive adequate notice if this occurs.

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| --- | --- | --- | --- |
| **Date** | **Topic Emphasized** | **Required Reading** | **Assignments and Due Dates** |
| **Week One**  Tuesday,  August 30 | Introduction to course  Overview of syllabus  Field Experiences/PPD  PRAXIS Exam  Common Core Standards for Mathematics (CCSM) |  |  |
| Thursday, September 1 | CCSM  Explore Learning Gizmos | Chapter One: Teaching Mathematics in the 21st Century | Praxis Exam |
| **Week Two**  Tuesday,  September 6 | Standards for Mathematics Practices | Appendix One  Chapter Three: Teaching Through Problem Solving |  |
| Thursday,  September 8 | Conceptual/Procedural Understanding of Mathematics | Chapter Two: Exploring What it Means to Know and Do Math |  |
| **Week Three**  Tuesday,  September 13 | CCSM Domain: Measurement and Data  Integrating Math into the Curriculum | Chapter Eighteen: Proportional Reasoning |  |
| Thursday,  September 15 | Measurement and Data  Lesson Planning | Chapter Nineteen: Developing Measurement Concepts | Explore Learning Gizmo One Due  (Measurement and Data) |
| **Week Four**  Tuesday,  September 20 | Measurement and Data | Chapter Twenty-One: Developing Concepts of Data Analysis |  |
| Thursday,  September 22 | Measurement and Data | Chapter Twenty-Two: Exploring Concepts of Probability |  |
| **Week Five**  Tuesday, September 27 | Measurement and Data | Chapter Twenty: Geometric Thinking and Geometric Reasoning | Integrated Lesson Plan Due |
| Thursday,  September 29 | CCSM Domain: Geometry  Analyzing Textbooks | Chapter Four: Planning the Problem-Based Classroom |  |
| **Week Six**  Tuesday,  October 4 | Geometry | Chapter Six: Teaching Mathematics Equitably to All Children |  |
| Thursday,  October 6 | Geometry | Chapter Seven: Using Technological Tools to Teach Mathematics | Explore Learning Gizmo Two Due  (Geometry) |
| **Week Seven**  Tuesday,  October 11 | Geometry  Manipulatives | Chapter Nine: Developing Meanings for the Operations | Integrated Lesson Field Hours Due |
| Thursday,  October 13 | CCSM Domain: Operations and Algebraic Thinking (Basic Facts) | Chapter Ten: Helping Students Master the Basic Facts | Textbook Analysis Due |
| **Week Eight**  Tuesday,  October 18  FIELD HOURS OPPORTUNITY: NO CLASS MEETING | | | |
| Thursday , October 20  FALL BREAK-  NO CLASS | | | |
| **Week Nine**  Tuesday,  October 25 | Operations and Algebraic Thinking  (Multiplication/Division) | Chapter Twenty-Three: Developing Concepts of  Exponents, Integers, and Real Numbers | Explore Learning Gizmo Three Due  (Algebraic Thinking) |
| Thursday,  October 27 | Operations and Algebraic Thinking  (Addition and Subtraction Strategies) | Chapter Fourteen: Algebraic Thinking: Generalizations, Patterns, and Functions | 12 Hours of Class Field Hours Due |
| **Week Ten**  Tuesday,  November 1 | Operations and Algebraic Thinking  (Algorithms) | Chapter Fifteen: Developing Fraction Concepts | Math Manipulative Demonstration and Lesson Plan Due |
| Thursday,  November 3 | CCSM Domain: Number and Operations: Fractions  Assessment | Chapter Sixteen: Developing Strategies for Fraction Computations  Chapter Five: Building Assessment into Instruction |  |
| **Week Eleven**  Tuesday,  November 8 | Number and Operations: Fractions | Chapter Seventeen: Developing Concepts of Decimals and Percent | Explore Learning Gizmo Four  (Fractions, Decimals, or Percent) |
| Thursday,  November 10 | Number and Operations: Fractions |  |  |
| **Week Twelve**  Tuesday,  November 15 | Number and Operations:  Decimals and Percent | Chapter Twelve: Developing Strategies for Addition and Subtraction Computation | Constructed Response Assessment and Lesson Plan Due |
| Thursday  November 17 | CCSM Domain: Number and Operations in Base Ten  Integrating Literature in the Classroom | Chapter Eleven: Developing Whole-Number Place Value Concepts |  |
| **Week Thirteen**  Tuesday,  November 22 | Number and Operations in Base Ten | Chapter Thirteen: Developing Strategies for Multiplication and Division Computation | Field Hours for Constructed Response Due |
| Thursday, November 24  THANKSGIVING- NO CLASS | | | |
| **Week**  **Fourteen**  Tuesday, November 29 | Number and Operations in Base Ten |  |  |
| Thursday, December 1 | CCSM Domain: Counting and Cardinality  Using Games to Teach Mathematics | Chapter Eight: Developing Early Number Concepts and Number Sense | Original Math Book and Lesson Plan Due OR Original Math Game and Handout |
| **Week Fifteen**  Tuesday,  December 6 | Counting and Cardinality |  |  |
| Thursday, December 8 | Counting and Cardinality |  | Field Hours for Original Math Book OR Original Math Game  Preprofessional Development Due |
| **Week Sixteen**  FINALS WEEK SCHEDULE TO BE ANNOUNCED |  |  | **Final Exam** |

