

MORAVIAN COLLEGE
EDUC 332 – Math for Middle Level Learners
SPRING 2013

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Priscilla Payne Hurd Academic Complex 321
Office hours: Tuesday, 2:00-4:00 pm, and by appointment.

Overview

Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways.

Co-requisites: Education 321, Education 358.2.

Prerequisites: QPA of 2.70; Education 100.2 and 160; Passing score on PAPA or PPST Mathematics; Mathematics 125 with a grade of C or better; Clearances for field experiences.

Essential Questions

1. Why is it essential for elementary students to develop math thinking?
2. How can learning become more authentic by integrating mathematics with other content areas?

Expected Student Outcomes (ESO)

- ESO 1. You will review the content underlying and included in elementary school mathematics programs.
- ESO 2. You will develop an understanding of the NCTM Principles and Standards for School Mathematics.
- ESO 3. You will develop an understanding of the PA Mathematics Standards, Assessment Anchors, and SAS
- ESO 4. You will demonstrate competency of basic elementary mathematical operations and procedures.
- ESO 5. You will acquire an understanding of basic elementary mathematical concepts.
- ESO 6. You will develop a comprehensive view of an appropriate mathematics curriculum, goals of instruction, and types of mathematical learning.
- ESO 7. You will learn specific strategies to teach selected content to specific children as well as general teaching strategies appropriate for differentiating instruction for all learners.
- ESO 8. You will develop pedagogical skills: planning, selection of appropriate materials and lessons, managing a mathematics class, diagnosing, and evaluating.
- ESO 9. You will become familiar with a variety of manipulatives.
- ESO 10. You will develop an understanding of how to integrate the use of technology into the study of and the teaching of mathematics.
- ESO 11. You will become conscience of equity issues in the study of mathematics.
- ESO 12. You will develop a positive attitude toward teaching mathematics.

Required Texts

Cathcart, G. W., Pothier, Y. M., Vance, J. H., & Bezuk, N. S. (2011). *Learning mathematics in elementary and middle schools: A learning centered approach* (5th ed.). Boston, MA: Pearson.

Sherman, H. J., Richardson, L. I., & Yard, G. J. (2013). *Teaching learners who struggle with mathematics: Responding with systematic intervention and remediation* (3rd ed.). Boston, MA: Pearson.

"Who dares to teach must never cease to learn." -- John Cotton Dana

Assignments and Activities

Reading Assignments

Reading assignments will include chapters in the texts and additional relevant materials. As part of each reading assignment, consider these questions and be prepared to discuss them in class:

- What is my understanding of the mathematics concepts and processes?
- What is my understanding of the mathematics teaching methods?

Teaching Assignments

Teaching assignments focus on developmental mathematics concepts. The objective of the lesson should require thinking above the knowledge level. Each assignment should indicate the grade level, the NCTM standard that is addressed, and an explanation of how the assignment incorporates the standard.

Microteaching. You will prepare lesson plans for and present two micro-teaching sessions to the class. This will give you an opportunity to implement the methods that you are learning. One lesson will be directed at Pre K-2 grade students, and one at 3-4 grade students. Each lesson will focus on one of the developmental areas of mathematics. One of the lessons must integrate a literature book (specific guidelines will be given for designing this lesson), and the second lesson must integrate another content area (e.g. science, social studies, art, music). Students must be actively involved in both lessons. Lessons will be 10 minutes in length.

The lesson plan must include the objective of the lesson. The cognitive level of the lesson (according to Bloom's taxonomy) must be indicated. In addition, indicate the Pennsylvania mathematics standard addressed; identify it by number and write it out in words. At least one lesson should involve higher order thinking, at the application or analysis level, and may be constructivist in nature. Follow the Moravian College lesson plan format. Write out the procedure in outline or bulleted form.

When presenting your lesson, stay in your role throughout the lesson. (For example, do not talk to us as your classmates while it is in progress.) Speak with a vocabulary appropriate to the designated grade level, and prepare materials at that level as well. When you are the "students" for a lesson, stay in your role throughout the lesson. Do not attend to other activities, or have side conversations with classmates. There will be a sign-up sheet for microteaching lessons. Dress professionally when you are teaching.

Learning center. You will create a learning center that explores a mathematics topic or concept and provides related math activities for students at a specific grade level. The content will focus on an area of math not used for your microteaching. The center should be complete with all materials and instructions and contain at least three activities. At least one activity must involve higher order thinking. There will be a sign-up sheet of topics for learning centers.

Written Assignments

There will be several kinds of written assignments. Written assignments may require use of outside texts and journals; these will serve to extend your understanding of teaching concepts and provide familiarity with educational resources.

Assignments should be professional in substance and appearance. All written work is to be prepared using a word processor. Hand-written papers will not be accepted. Quality writing is expected in your assignments. They should be well written, that is, they should have a logical sequence and structure, and they should have no errors in spelling or grammar. Papers should be double spaced with 1" margins on all sides of the paper. Use a standard font (e.g., Arial, Times). When your paper is finished, spell (and grammar) check it, then read it before submission. The presence of spelling and grammar errors will lower your grade. Assignments must be submitted in hard copy; assignments may not be submitted by email. When you use resources and references, identify them on a reference list at the end of your assignment.

Start of class activity. Most class sessions will begin with a short writing prompt. Questions will pertain to the reading assignment and may include math concepts, math teaching, and course related ideas. Missed prompts cannot be made up. Prompts will be graded ✓+ ✓ ✓-

Blackboard Discussion Forum. The Discussion Forum is organized around the major mathematics topics of the preK-4 curriculum. You will post three substantive questions/issues during the semester to the Discussion forum, and you will post substantive responses to three questions/issues posed by classmates. To receive full credit, you must complete at least three posts by February 25, and six posts by April 8.

Identifying resources. There are extensive resources available to support your mastery of content and method. During the semester, report on four references:

- one from a website relevant to a mathematics topic in the elementary school
- one from a book suitable for use in an PreK-4 classroom
- one from the journal, *Mathematics and Children* (actual paper journal available in Reeves Library)

Include title, author, year, volume, and page numbers

You may describe these resources in your Blackboard posts or submit them as a document. In each case, cite the resource specifically and what within the resource was useful to you. To receive full credit, you must complete your resources by April 8.

Examinations. There will be three one-hour exams during the semester. Exams will include math content and pedagogy concepts.

Final project. You will design a thematic unit plan focusing on a mathematics topic. Select a math topic (theme) and list the math standards that the unit will address. Select the grade level. Design the curriculum for the unit, which must integrate literacy, social studies, science, and music or art. Write the detailed lesson plans for five math lessons, all of which include activities where students are actively involved. Give the math content for each lesson in a detailed outline form that demonstrates your understanding of the content. Label each lesson objective with its cognitive taxonomy level. All lessons must include an objective at the application level or higher. Describe how the other content areas will be included.

Lessons follow the Moravian College lesson plan format. You may select a topic other than the specific ones you used for your microteaching and learning center. There will be a sign up sheet of topics for final projects. This project is your final examination.

Attendance and Class Participation

Attendance in every class is expected. Arrive on time and remain for the entire class session. If you need to be absent, call to tell me the reason. If you do not notify me, your absence will be recorded as unexcused. Lateness or partial class attendance will count toward absence. Absence because of illness will be excused if you bring a note from a health professional. Each unexcused absence will lower your final grade. A missed class cannot truly be made up because of the critical role that discussion plays in each class session. Even so, you are responsible for the missed work.

Appropriate class participation includes several attributes. Be prepared for each class session by completing the assignments and considering ideas and questions that emerge from the assignments. During class, remain actively involved by paying attention and sharing your relevant and thoughtful responses and questions. Class participation on a regular basis is expected to ensure grasp of textual materials and important concepts. Participation will be assessed on evidence of your completion of the assigned work, the relevance and quality of responses, the questions and comments made during class sessions, and your voluntary contributions that enrich class discussions. Be present in class, and stay with the class. Inattention or focus on work unrelated to class activities is not acceptable. Side conversations disable your understanding of the lesson, distract classmates, and display disrespect to the speaker. Be sure your cell phone and laptop computer are turned off during class; you may not text, may not check email, and may not take phone calls during class. Lack of appropriate participation or inappropriate participation will lower your grade for each class session in which it occurs.

You can expect to work 6-9 hours per week outside of class preparing for this class. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Field Component

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

You must be enrolled in EDUC 358.2, Pre-Student Teaching Field Experience at the same time you are taking EDUC 322. A separate syllabus will be distributed in EDUC 358.2 for your requirements in the field. Much of the material we will discuss in EDUC 322 you will be expected to transfer into your pre-student teaching experience. You will be expected to fulfill all the requirements and submit evidence of your performance in a portfolio. In addition your cooperating teacher will complete an evaluation of your competency in accordance with the Pennsylvania School Code Chapter 354. Your College instructor will visit you weekly to monitor your progress. You will keep a daily attendance sheet - you are required to complete a minimum of 75 hours during this experience - and submit that as evidence of your attendance at the conclusion of the experience. Due to holidays in the public schools, you will need to find additional hours to make sure you meet the minimum hours requirement. This experience is expected to totally prepare you for student teaching. You should expect to go beyond the requirements and prove your dedication and work ethic. Students who fall short of the expectations will not be approved for student teaching without completing further successful fieldwork.

Course Evaluation

Each assignment will be graded based on specific criteria that are stated in the syllabus and are presented during the discussion of each assignment. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each day it is late, and any assignment not submitted within two weeks of the due date will receive a “0.” It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment of grades will follow these Moravian College Catalog definitions, quoted here:

- A, A-: These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.
- B+, B, B-: These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C+, C, C-: These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- D+, D, D-: These grades indicate unsatisfactory work, below the standard expected by the College, in which one or more important aspects falls below the average expected of students for graduation.
- F: This indicates failure.

Start of class	10%
Microteaching lessons	20%
Learning Center	15%
Blackboard	10%
Examinations	30%
Final Project	15%

The Moravian College policy on academic honesty will be followed.

Collaboration with peers can be valuable in enabling your understanding of various aspects of your work. However, the work you submit must be the result of your individual effort, apart from the collaborative process. You may use paper and on-line resources as you develop your work. Here, too, the work you submit must be the result of your individual effort, apart from the resources. In all cases, cite the sources that you used to avoid plagiarism. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Outline and Schedule

Week starting	Assignment due
1/14	Teaching Mathematics: Influences and Directions Cathcart 1
1/21	Learning and Teaching Mathematics Cathcart 2 Sherman 1 no class 1/21 for Martin Luther King day
1/28	Mathematical Thinking and Problem-Solving Ability • Assessing Mathematics Understanding Cathcart 3, 4 Sherman 9
2/4	Developing Number Concepts • Developing Understanding of Numeration Cathcart 5, 6 Sherman 2 Exam on 2/6
2/11	Whole Number Operations Cathcart 7, 8 Sherman 3, 4, 5, 6
2/18	Estimation and Computational Procedures Cathcart 9
2/25	Developing Fraction Concepts Cathcart 10 Sherman 7 Exam on 2/25
3/4	SPRING RECESS 3/2 - 3/10
3/11	Developing Fraction Computation Cathcart 11
3/18	Developing Decimal Concepts and Computation • Understanding Ratio, Proportion, Percent Cathcart 12, 13 Sherman 8
3/25	Developing Geometric Thinking, Spatial Sense • Measurement Concepts and Skills Cathcart 14, 15 Exam 3 on 3/25
4/1	Collecting, Organizing, and Interpreting Data NO CLASS 4/1 Cathcart 16 Sherman 10
4/8	Developing Algebraic Thinking Cathcart 17
4/15	Algebraic Thinking
4/22	Learning Centers Conclusion

Methodologies for diverse learners are integrated into the topics throughout the semester.

Note: This schedule is tentative and will be modified as necessary.