

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 473 Math Curriculum and Methods
Winter 2014

INSTRUCTOR:	Elizabeth Park Email: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390
OFFICE HOURS:	ED 119 Office hours by appointment – please email. We can also have a live chat through eCollege – schedule through email.
TIME and LOCATION:	Online asynchronous: eCollege (see below for eCollege information). Online synchronous: ClassLive (synchronous session will be held on Week 3, Week 5, Week 8 from 4 p.m. to 5 p.m. Dates to be determined). Critical: Check your student email account (or have it forwarded to one you check) at least 3 times per week. All communication for your graduate program will come to this address. For technical assistance with your student email account, contact helpdesk@chaminade.edu
TEXT:	Smith, S. S. (2013) Early Childhood Mathematics (5 th Ed). Boston, MA: Allyn & Bacon. Recommended: 1. Schickedanz, J. (1999). <i>Much more than ABC's: The early stages of reading and writing</i>. Washington, DC: NAEYC. ISBN 935989900. 2. Neuman, S., Copple, C., & Bredekamp, S. (2000). <i>Learning to read and write: Developmentally appropriate practices for young children</i>. Washington, DC: NAEYC. ISBN 0935989870.
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com User ID: 7-digit CUH student number Password: Last 4 digits of your SSN If you do not see your course listed or have difficulty logging in, please contact Helpdesk at helpdesk@chaminade.edu For technical questions: Contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com , or call toll free at: (866) 647-0654. This is a 24/7 helpdesk.
CATALOG DESCRIPTION:	This course includes philosophy and rationale for the teaching of Language Arts to young children. Focus is on the developing language skills with young children. The include how to develop a language rich environment at the early childhood level. Topics include oral language, pre-reading activities and writing activities.

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	<i>Prerequisites: ED 215, ED 217 & ED 233</i>											
MAJOR COURSE TOPICS	1. Understanding the math curriculum 2. Understanding the developmental nature of math development in early years 3. Awareness and understanding of math development observation /assessment 4. Acquisition of range of teaching strategies to create and implement a quality math enriched environment and curriculum 5. Reflection on experiences and knowledge of student’s experience											
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES: All 5 program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.	The successful undergraduate candidate in the early childhood education bachelor’s program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate: 1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education. 2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education. 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education. 4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education. 5. (ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community											
STUDENT LEARNING OUTCOMES:	<table><tr><th>Outcomes (NAEYC Standard(s) addressed)</th><th>How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)</th></tr><tr><td>1. Use developmentally effective approaches.</td><td>1. Readings, assignments, portfolio</td></tr><tr><td>2. Demonstrate the content knowledge in early childhood education.</td><td>2. Readings, assignments, reflections, portfolio</td></tr><tr><td>3. Use appropriate assessments.</td><td>3. Readings, portfolio</td></tr><tr><td>4. Demonstrate the ability to practice</td><td>4. Assignments, lesson plans, portfolio</td></tr></table>		Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)	1. Use developmentally effective approaches.	1. Readings, assignments, portfolio	2. Demonstrate the content knowledge in early childhood education.	2. Readings, assignments, reflections, portfolio	3. Use appropriate assessments.	3. Readings, portfolio	4. Demonstrate the ability to practice	4. Assignments, lesson plans, portfolio
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	responsible assessment. 5. Demonstrate the ability to build meaningful curriculum. 6. Demonstrate the ability to integrate knowledgeable, reflective, and critical perspectives (NAEYC 3B,3C,4B,4C,4D,5D)	5. Readings, assignments, lesson plans, portfolio 6. Readings, assignments, reflections, signature assignment
ACADEMIC REQUIREMENTS:		
Signature Assignment	Math Lesson Plans and Presentation (Due Week 10) Create math lesson plans, rationale, and article journals for the early childhood classroom. Be sure to include the following in your written project. 1. Rationale for the math curriculum and methods for early childhood education 2. All lesson plans mentioned in class written up in the format indicated. 3. Journal articles you read and reviewed. 4. Educational video assignment. 5. Service Learning assignment. 6. Strategies you will use to involve parents in math activities. 7. Ways you will authentically assess the progress children make in math development as they interact with materials, with you and with peers. Be sure this occurs during the natural routines of the day, using techniques like tape recording, anecdotal records, language sampling, and parent reports. No worksheets or tests. 7. List of references and resources.	
Other Assignments	Please see details of the assignments in eCollege	
Grading Scale	100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F	
UNIVERSITY POLICIES:	Attendance Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be	

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done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirement accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook**, **General Catalog**, and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.