



Semester/Year Fall 2014	Instructor: Roberta S.H. Jenkins, MEd
Course# and Credits: ED 322 – 3 credits	Email: Roberta.Jenkins@adjunct.chaminade.edu
Class Title: Elementary Math Methods I	Telephone: 808-220-4977
Course Format: On-ground with MyEducationLab	Office Hours: By appointment
Class Location: Brogan 101	Office Location: As arranged
Class Time/Day: TR: 2:30 – 3:50 PM	Other:

Textbook and Supplies

Van De Walle, J.A., Karp, K., & Bay-Williams, J.M. (2013). *Elementary and Middle School Mathematics (8th Edition)*. Boston: Pearson Education, Inc.

Van De Walle, J.A., Karp, K., & Bay-Williams, J.M. (2013). *Field Experience Guide: Resources for Teachers of Elementary and Middle School Mathematics (8th Edition)*. Boston: Pearson Education, Inc.

Books packaged together with access to MyEducationLab: ISBN-10 0132894408; ISBN-13 9780132894401

These textbooks are used for ED 322 and ED 323.

Catalog Description:

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in kindergarten through grade 3 are explored using hands-on and problem solving approaches.

Required: 8 hours of O&P

Prerequisite: Pass Praxis I, ED 220, ED221

Standards

Conceptual Framework:

The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of

Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i>)
PLO8	Professional & Ethical Dispositions and Communication (<i>Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues</i>)

Course Learning Outcomes (CLOs):

At the end of this course, the candidates will:

CLO 1	Know and understand the fundamental concepts and procedures related to number and operations, algebraic reasoning, geometry, measurement, data analysis and probability. (PLO 1)
CLO 2	Consistently engage in problem solving and communication, use reasoning and proof, make connections, and use multiple representations in deepening their mathematical understanding. (PLO 1)
CLO 3	Plan mathematics lessons that teach students in grades K-3 (PLO 3) 1. To understand and use the major concepts and procedures that define number and operations, algebra, geometry, and measurement. 2. To explore, conjecture and reason logically, to solve non-routine problems, to communicate about and through mathematics, and to connect ideas within mathematics and between mathematics and other intellectual activity.
CLO 4	Know what mathematical preconceptions, misconceptions, and error patterns to look for in elementary student work as a basis for improving understanding and constructing appropriate learning experiences and assessments. (PLO 5)
CLO 5	Know and be able to help students understand the history of mathematics and contributions of diverse cultures to that history. (PLO 6)
CLO 6	Foster students' use of appropriate technology tools. (PLO 4)

Course Requirements

Assignment (PLO/CLO)	% of Grade	Assignment Description	Due Date
Textbook Assignments (PLO 1; CLO 1, 5)	20	<ul style="list-style-type: none"> Complete assignments related to textbook and class work, as assigned. Textbook-based tests 	As assigned; penalty for late work
Technology Use (PLO 4; CLO 6)		Identify a classroom activity for grades K-3 that uses technology appropriately; demonstrate to the class	
Professional resources (PLO 6, 8; CLO 5)		<ul style="list-style-type: none"> Read three journal articles from <i>Teaching Children Mathematics</i> (or another journal approved in advance by the instructor). Summarize the article and reflect on connections with course learnings and with your experience working with students. At least one article must be about the history of mathematics and/or contributions of diverse cultures (ethnomathematics). 	
Lesson Plans (Lesson Study) (PLO 2, 3, 6; CLO 3, 4)	20	<ul style="list-style-type: none"> Participate in Lesson Study; work with a small group to write a lesson plan, teach it, revise it and repeat the cycle. The Lesson Plan is the signature assignment for this course. 	Final submission with reflection to LiveText TBA
O & P (PLO 3; CLO 3)	20	<ul style="list-style-type: none"> Complete 4 assignments from Field Experiences Guide Keep a log and reflective journal for each O&P visit. 	TBA
Problem Investigations (PLO 1; CLO 1, 2)	15	In class and individual problem investigations	As assigned; in class investigations and discussions cannot be made up
Vignette and Case Discussions (PLO 5; CLO 4)		Participate in a Case Discussion in class; submit a summary and reflection.	
CCSS Course Portfolio (PLO 1, 3, 8; CLO 1, 2)	25	<ul style="list-style-type: none"> Design and complete a Learning Results Portfolio aligned with the CCSS 	TBA

Late Work Policy

All assignments are due at the beginning of class on the days indicated on the course schedule. Late assignments will be reduced 5% each day they are late unless the student can produce a doctor's note or other documentation to justify the lateness of the work. If work is handed in at the education office, have someone there time stamp it to eliminate possible confusion over when the work was turned in. Assignments which are part of classroom discussions (e.g., signature assignment drafts) cannot be handed in late for credit.

<u>Grading Scale:</u>	A	90 – 100 %
	B	80 – 89 %
	C	70 – 79 %
	D	60 – 69 %

Education Division Attendance Policy (Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements will result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

- **On-ground courses.** When unexcused, absences totaling more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
 - c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- **Hybrid Courses** (online combined with 3 or more on-ground meetings): One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- **Online courses and online portion of hybrid courses:** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Additional Notes

- If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.
- **Tardy:** 10% of class time is equivalent to ½ class absence, and minutes are cumulative.

University Policies

Required Email and LiveText

Students are required to use their Chaminade University Email to correspond with instructors. Students are required to use LiveText to submit projects and assignments at livetext.com.

Withdrawal Dates and Financial Aid Information

Contact the Registrar for the last day to drop the class. Specific withdrawal information is available from the Office of the University Registrar. Please be sure to contact your University Financial Aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

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 acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 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 on-line **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.

Diversity/Full Inclusion

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.