Chaminade University
OF HONOLULU

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Learning Materials:
- **Textbook**: Beckmann, Sybilla (2017). Mathematics for Elementary Teachers with Activities. 5th ed. Pearson. ISBN-10: 0134392795
- **3-Ring Binder**: This will be comprised of provided guided notes, chapter problem-solving sets, and exams.

Essential Question(s):
1. What does it mean to reason mathematically?
2. How is mathematics used to quantify and compare situations and events?
3. How does learning mathematics conceptually help me to be a more efficient problem solver?

Course Catalog Description:
This course provides a foundation for prospective early childhood and elementary education majors with pre-K to 8 mathematics. Guided by NCTM Standards and through the study of concepts and properties of number systems; the four fundamental operations of arithmetic; the basic knowledge in data, the student will be able to undertake further study in mathematics education. *This course fulfills Track C general education requirement in mathematics for Early Childhood Education and Elementary Education majors.*

Mission Statement:
The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):

1	Students will be able to demonstrate and justify inventive and standard algorithms for addition, subtraction, multiplication, and division of whole numbers, integers, fractions, and decimals.
2	Students will be able to use problem-solving skills to investigate real-life mathematical situations, and communicate mathematical ideas with others verbally, numerically, symbolically, graphically, and/or geometrically.
3	Students will be able to explain the use of elementary classroom manipulatives to model sets, operations, and algorithms.

General Education Learning Outcomes:

- Students will apply basic mathematical principles needed to function effectively and develop mathematical reasoning and problem-solving skills.
- Students will define, identify, locate, evaluate, synthesize and present of demonstrate relevant information.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Marianist Values	-Provide an integral and quality education -Educate for adaptation and change	-Provide an integral and quality education -Educate for adaptation and change	-Provide an integral and quality education -Educate for adaptation and change
WASC Core Competencies	-Written Communication -Oral Communication -Quantitative Reasoning -Critical Thinking	-Written Communication -Oral Communication -Quantitative Reasoning -Critical Thinking	-Oral Communication -Quantitative Reasoning -Critical Thinking
Program Outcomes	1, 2	1, 2	1, 2
Essential Questions	1, 2, 3	1, 3	1, 2, 3

Assessments:
Since this course is online, the dates noted are permanent. Read the textbook sections before you turn in assignments as indicated on the schedule at the end of this syllabus. The assignments described below are each designed to contribute in a different and significant way to your knowledge and experience relative to diagnosis and remediation of mathematics, and to teaching elementary mathematics. It will be your responsibility to turn in all assignments on time, as late assignments are not accepted. Feedback and grades on all assignments are provided within 7 days of submission.

1. Class Participation – 10% of Final Grade   **[CLO 2]**
Due: Ongoing evaluation by instructor throughout the semester
1: Low Participation   2: Majority Participation   3: Full Participation
Your cooperation and active participation are necessary to facilitate this course synchronously and asynchronously, including submitting assignments on time. It is important that you listen to the ideas of others and respect their thoughts. Your grade will be determined based a holistic evaluation of your professionalism and participation.

2. Problem-Solving Sets – 40% of Final Grade   **[CLO 1, 2, & 3]**
Due: After the Completion of Every Chapter
10 points per set
Each chapter, you will be required to complete five questions from each chapter's content. These questions will require detailed explanation of thought processes and mathematical drawings to show solutions. Please understand that simply "getting the problem correct" is not always sufficient to earn full-credit for the questions.

3. Exams – 50% of Final Grade (25% Each)   **[CLO 1, 2, & 3]**
Exam 1: Week 7   Exam 2: Week 15
50 points each
Both exams will focus on content demonstrated in the homework along with your problem-solving sets. There is no "cumulative" final exam. Each exam will cover specific content from previous weeks. Exams will be posted on Canvas and must be completed and submitted on Canvas in a **PDF format** by the due date. It is expected that you work individually on exams and do not receive help from anyone. You are *permitted* to use your guided notes and problem-solving sets to aid you with your exams.

Class Grading Scale	
90 – 100 %	A
80 – 89 %	B
70 – 79 %	C
60 – 69 %	D
0 – 59 %	F

Course Attendance Policy:
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 may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.
1.1. 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.*
1.2. 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:
2.1. On-Ground courses: Missing more than 2 weeks of class (6 classes) will result in an automatic lowering of one letter grade after final grade is calculated.
2.2. 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. For online/hybrid courses failure to log in for one week is equivalent to an absence in a traditional on-ground course. Two weeks of not logging in constitutes grounds for removal of the student from the course.

3. Additional Notes.
3.1. If a student does not logon 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.
3.2. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.

- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
  Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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Tentative Course Outline (Spring 2021)
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*The professor reserves the right to make adjustments to this outline to better accommodate student needs.

Week # Date	Class Description	Assignments Due Each Sunday by Midnight
Week 1 January 25th – 31st	Introduction to Course & Syllabus Chapter 1: Numbers and the Base-Ten System [Pages 1 – 37] • *Section 1.1*: The Counting Numbers • *Section 1*.2: Decimals and Negative Numbers • *Section 1.3*: Comparing Numbers in Base-Ten • *Section 1.4*: Rounding Numbers	January 31st • Problem-Solving Set (Chap. 1)
Week 2 February 1st – 7th	Chapter 2: Fractions and Problem-Solving [Pages 48 – 88] • *Section 2.2*: Defining and Reasoning About Fractions • *Section 2.3*: Equivalent Fractions • *Section 2.4*: Comparing Fractions • *Section 2.5*: Percent	February 7th • Problem-Solving Set (Chap. 2)
Week 3 February 8th – 14th	Chapter 3: Addition and Subtraction [Pages 92 – 139] • *Section 3.1*: Interpretations of Addition and Subtraction • *Section 3.2*: The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts • *Section 3.3*: Why the Standard Algorithms for Adding and Subtracting Numbers in Base-Ten System Work	February 14th
Week 4 February 15th – 21st	Chapter 3: Addition and Subtraction [Pages 92 – 139] • *Section 3.4*: Adding and Subtracting Fractions • *Section 3.5*: Adding and Subtracting with Negative Numbers	February 21st • Problem-Solving Set (Chap. 3)
Week 5 February 22nd – 28th	Chapter 4: Multiplication [Pages 142 – 190] • *Section 4.1*: Interpretations of Multiplication • *Section 4.2*: Why Multiplying by 10 is Special in Base-Ten • *Section 4.3*: The Commutative and Associative Properties of Multiplication, Area of Rectangles, and Volumes of Boxes	February 28th
Week 6 March 1st – 7th	Chapter 4: Multiplication [Pages 142 – 190] • *Section 4.4*: The Distributive Property • *Section 4.5*: Properties of Arithmetic, Mental Math, and Single-Digit Multiplication Facts • *Section 4.6*: Why Algorithms for Multiplying Whole Numbers Work	March 7th • Problem-Solving Set (Chap. 4)
Week 7 March 8th – 14th	Work Week • Exam 1 (Chap. 1 – 4)	March 14th • Exam 1 (Chap. 1 – 4)

Week 8 March 15th – 21st	Chapter 5: Multiplication of Fractions, Decimals, and Negative Numbers [Pages 196 – 219] • *Section 5.1*: Multiplying Fractions • *Section 5.2*: Multiplying Decimals	March 21st
Week 9 March 22nd – 28th	Chapter 5: Multiplication of Fractions, Decimals, and Negative Numbers [Pages 196 – 219] • *Section 5.3:* Multiplying Negative Numbers • *Section 5.4*: Powers and Scientific Notation	March 28th • Problem-Solving Set (Chap. 5)
Week 10 March 29th – April 4th	Chapter 6: Division [Pages 222 – 276] • *Section 6.1*: Interpretations of Division • *Section 6.2*: Division and Fractions and Division with Remainders • *Section 6.3*: Why Division Algorithms Work	April 4th
Week 11 April 5th – 11th	Chapter 6: Division [Pages 222 – 276] • *Section 6.4*: Fraction Division from the "How Many Groups?" Perspective • *Section 6.5*: Fraction Division from the "How Many in One Group?" Perspective • *Section 6.6*: Dividing Decimals	April 11th • Problem-Solving Set (Chap. 6)
Week 12 April 12th – 18th	Chapter 7: Ratio and Proportional Relationships [Pages 282 – 297] • *Section 7.1*: Motivating and Defining Ratio and Proportional Relationships • *Section 7.2*: Solving Proportion Problems by Reasoning with Multiplication and Division	April 18th • Problem-Solving Set (Chap. 7)
Week 13 April 19th – 25th	Chapter 8: Number Theory [Pages 337 – 373] • *Section 8.1*: Factors and Multiples • *Section 8.2*: Evens and Odds • *Section 8.3*: Divisibility Tests	April 25th
Week 14 April 26th – May 2nd	Chapter 8: Number Theory [Pages 337 – 373] • *Section 8.4*: Prime Numbers • *Section 8.5*: Greatest Common Factor and Least Common Multiple • *Section 8.6*: Rational and Irrational Numbers	May 2nd • Problem-Solving Set (Chap. 8)
Week 15 May 3rd – 9th	Work Week • Exam 2 (Chap. 5 – 8)	May 9th • Exam 2 (Chap. 5 – 8)