



MA 427-00-2: Teaching in the Area of Specialization
School of Education & Behavioral Sciences
[Chaminade University Honolulu](https://www.chaminade.edu/)
Fall 2025
3 Credits

Instructor:	Dr. Carli Miyashiro	Office Location:	Brogan 132
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Learning Materials

- Kaplinsky, R., (2019). Open Middle Math: Problems That Unlock Student Thinking, Grades 6 – 12. (1st ed.). Stenhouse Publishers. ISBN-13: 978-1625311740
- Liljedahl, P., (2020). Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning. (1st). Corwin. ISBN-13: 978-1544374833
- **Google Drive/3-Ring Binder:** This should be composed of provided guided notes, video lectures, and all other assignments.

Course Catalog Description

This course is designed to demonstrate a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context of instruction, presenting strategies for reading, writing, studying, and translating information gained into practice.

Required: 20 hours of O&P

Prerequisites: Passing Praxis I and II, ED 201, ED 220, ED 222, ED 326, ED 404, and ED 408

Course Overview

This is the second elementary math course to provide insight on different strategies to solve K - 8 mathematics problems conceptually and procedurally.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430)
Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203)
All knowledge is not taught in the same school

Program Learning Outcomes (PLOs)

1	Content Knowledge – knowledge of subject matter
2	Developmentally appropriate practice – knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning
3	Pedagogical Content Knowledge - 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
4	Educational Technology - Knowledge of and application of appropriate technology for student learning
5	Assessment for Learning - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning
6	Diversity - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments
7	Focus on Student Learning - 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
8	Professional & Ethical Dispositions and Communication - 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

Course Learning Outcomes (CLOs)

1	Know, understand, and understand the process of mathematical problem solving
2	Reason, construct, and evaluate mathematical arguments and develop an appreciate for mathematical rigor and inquiry
3	Communicate his or her mathematical thinking orally and in writing to peers, faculty, and others
4	Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
5	Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
6	Embrace technology as an essential tool for teaching and learning mathematics.
7	Support a positive disposition toward mathematical processes and mathematical learning.
8	Possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

General Education Learning Outcomes

- Students will analyze and interpret quantitative data.
- Students will define, identify, locate, evaluate, synthesize and present or 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

Assessment

Since this course is online, the dates noted are permanent. Read the textbook sections BEFORE you turn in assignments as indicated on the tentative schedule at the end of this syllabus. Always be prepared to explain your thinking in every assignment. 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 secondary mathematics. It will be your responsibility to turn in all assignments on time. Late assignments will not be accepted. Submissions will all be done electronically through Canvas in PDF format.

1. Book Reflections– 50% of Final Grade

Due: After the completion of reading Liljedahl's book

100 points each

After specific chapters, write a reflection of at least 500 words on what you have learned.

- Chapter 1 - 3
- Chapter 4 - 7
- Chapter 8 - 11
- Chapter 12 - 15

2. Open Middle Math Problems - 50% of Final Grade

While reading through your *Open Middle Math* textbook by Robert Kaplinsky, find a problem that you would like to solve yourself as if you were a student in your own classroom.

When finding a solution(s) to the problem of your choice, you must do the following:

- In at least two complete sentences, state your first thought/strategy that led you to your first attempt at a correct solution.
- Show ALL of your work and thought processes in an organized manner that led you to your final answer in the provided boxes above. This includes all answers you knew were incorrect along with explaining, in words, what guided your next idea(s) to a more correct answer.

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

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

Technical Assistance for Canvas Users

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s [website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. TutorMe can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Course & Chaminade University Policies

Late Work Policy

Always accepted, but feedback may be delayed.

Grades of "Incomplete"

This policy on incomplete grades aligns with the same University policies.

Writing Policy

For any writing assignments, please use APA format. Please refer to <https://apastyle.apa.org> for any specific style and grammar guidelines questions.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at travis.mukina@chaminade.edu. Online and/or in-person meetings can be arranged. Response time will take place up to 24 hours.

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the

actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalog](#).

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies

Course Schedule

Module Information

- o *Modules do not have a start or end date.*
- o *Modules must be completed in sequential order and all assignments from the previous module must be submitted before the next module will open to ensure each student completes the module at a pace appropriate for them.*
- o *All modules must be submitted by **the end of the term**.*

Module #	Module Content
Week 1 - 5	Book Study #1
Week 6 – 10	Book Study #2