



Instructor: Tiffany W.H. Orogo
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Office Hours: By Appointment via Google Meet

Learning Material

- **Textbook (Required):** J.A. Van DeWalle, K. Kary, J.M. Bay-Williams (2016). *Elementary and middle school mathematics: Teaching developmentally*. 10th ed. Pearson. ISBN-10: 013480208X
- **Google Drive:** For creating pdf files of handwritten assignment work.
- **Gmail Access:** For communication with the instructor and Canvas announcements.
- **Canvas Access:** Canvas is the platform where this course will take place.
- **Pencil & Paper Access:** Students will be required to write out solutions or drawings by hand. Pencils are preferred as students can erase work as needed. The important thing is for the work to be legible once uploaded.
- **Scanner or Smartphone Access:** Students will be required to upload their handwritten work to Canvas, a scanner or smartphone will be required for this. Other methods that are able to accomplish this step are also allowed.

Technology skills

- **Computer Skills:** Basic computer skills are required. If students need assistance with anything they need to reach out to their home campus help, or the instructor ASAP.
- **Google doc:** The ability to use google doc to check grammar and spelling, as well as to create pdf files. Students are expected to be able to upload pictures of their handwritten work to a google doc and convert this to a pdf for homework submissions. (Other pdf conversion methods are acceptable)
- **Zoom/Google Meet:** There will be one required office hour this semester, students need be able to gain access to Zoom/Google Meet during their in-person campus time. If students need assistance with anything they need to reach out to their home campus help, or the instructor ASAP.

Course 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 grades 3 – 6 are explored using hands-on and problem-solving approaches.

Prerequisite: Pass Praxis I or 9 hours of math credit, ED 220, ED 221, ED 322

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 ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo No’eau 203) All knowledge is not taught in the same school

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 design real-world mathematics lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be taught while allowing exploration, conjectures, and logical reasoning.
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 analyze and implement various approaches, strategies, and materials for teaching lower and upper elementary mathematics.

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	Written Communication Oral Communication Quantitative Reasoning Critical Thinking
Program Outcomes	1, 2	1, 2	1, 2

4 Student Goals for this Math Course

1. Collaboration
2. Symbolically Communicate Thoughts & Ideas
3. Creativity
4. Critical thinking

Final Course Grade Outline

Assignment	Total Point Worth	Percentage of Final Grade
5 Discussion Posts	50	≈ 14%
8 Written Homework	100	≈ 29%
Course Project → Rough Draft	50	≈ 14%
Course Project → Final Draft	100	≈ 29%
One Office Hour	50	≈ 14%
	Total Points: 350	Total Percentage 100%

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

5 Discussion Posts

Each week there will be either a discussion post or a response to a discussion post due via Canvas. Posts will be based on a prompt, reading or video. There are 5 Discussion posts in total (made up of an initial post and two response posts), each worth 10 pts.

A detailed grading rubric and directions for this assignment will be provided in the discussion prompts.

8 Written Homework

There will be 8 written homework assignments from our course textbook. Each homework assignment is worth 12.5 points. Students are required to neatly hand write or draw their solutions and upload these to Canvas as a pdf document.

A detailed grading rubric and directions for this assignment will be provided in the homework prompts.

Course Project

A Rough Draft will be due a few weeks before the semester and the Final Draft is due at the end of the last week of the semester. These will be due via Canvas.

The Course Project will have a few components that draw from the textbook as well as some outside resources. The course project will cover information from the textbook, a lesson plan, some history of mathematics, connections to other academic subjects and the students' mathematical teaching philosophy.

Note: For a student to earn any points for their Course Project, the student **must** meet with the instructor for the one required Office Hour via Zoom/Google meet.

A detailed grading rubric and directions for this assignment will be provided in the Canvas assignment prompt.

One Zoom/ Google Meet Office Hours

There is one Google Meeting Office Hour assignment. The goal of the office hours is to go over the students Rough Draft before submitting the Final Draft of their Course Project.

Students will sign up for this office hour on the provided sign-up sheet. Students need to sign up for a time slot that is at least 48 weekday-hours away, to allow the instructor to see it.

Late Work Policy

Late work will always be accepted, but feedback may be delayed. If an assignment is submitted late, there is no guarantee that the assignment will be graded in time for any corrections to be made.

Submit assignments on time for the opportunity of corrections to be guaranteed.

Grades of Incomplete

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

Instructor and Student Communication

Questions for this course can be sent via email. Online and/or in-person meetings can be arranged. Response time will take place up to 48 school day hours.

Attendance Policy

Students are expected to attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assessments. Notification may be done by contacting the instructor via email.

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.

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.

Extra Credit

There may be occasional extra credit opportunities posted. These will be due by their posted due date and late work will not be allowed.

Important Information

Kōkua 'Ike: Tutoring & Learning 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. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic

violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 32 hours total on discussion posts (2 hours a

week) and responses to fellow students about those discussion posts. Students have 8 homework assignments that require 40 hours reading the course textbook and completing homework assignments (5 hours a week). There is a course project that requires the submission of both a rough and final draft, this will take a total of 46 hours of research, course readings and completing reflections over the course of the semester. An additional hour per week will be spent on any revisions of coursework, course project or reflections for a total of 16 hours. Students will then be required to meet for an office hour to present their course project, a total of one hour.