ED 446.01 Syllabus (FA07)

by Mary Pat Sjostrom

Chaminade University of Honolulu

INSTRUCTOR

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OFFICE HOURS

Brogan Education Building Room 118
Tuesdays and Thursdays 10 a.m. - noon
Mondays 1 - 3 p.m.
other hours by appointment - please email

TIME and LOCATION

ED 102 Tuesdays and Thursdays 12:30 - 1:50 p.m.

TEXT

(Textbooks also used for ED 419)

Van De Walle, J. A. (2007). *Elementary and Middle School Mathematics (6th Edition).* Boston: Pearson Education, Inc. ISBN 9780205483921.

Bay-Williams, J. (Ed.) (2007). *Field Experience Guide: Resources for Teachers of Elementary and Middle School Mathematics (2nd Edition).* Boston: Pearson Education, Inc. ISBN 9780205472550.

LIVETEXT

Submission of Signature Assignments and other assignments as identified by instructor require a *LiveText* account. Login to *LiveText* at www.livetext.com

CATALOG DESCRIPTION

Mathematics concepts for grades 3 through 8 are explored using hands-on and problem solving approaches. Teaching strategies include fractions, decimals, percentages, ratio, proportion, area, volume, pre-algebra, plane and solid geometry.

Prerequisite: ED 419

MAJOR COURSE TOPICS

1. Standards and Curriculum Focal Points
2. Problem Solving
3. Fractions and Decimals
4. Ratio and Proportion
5. Algebraic Thinking
6. Measurement
7. Geometry
8. Data Analysis, Probability and Statistics

PROGRAM OUTCOMES

HI-CHAM-DC-ESE-PO.1	PLAN: The successful candidate designs meaningful learning experiences for regular and special education students that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment.
HI-CHAM-DC-ESE-PO.2	TEACH: The successful candidate employs appropriate pedagogical practices and utilizes resources to facilitate the learning process. This requires a competent grasp of content knowledge and appropriate teaching strategies for regular and special education students.

STUDENT LEARNING OUTCOMES (SLO)

1. Utilize mathematical content knowledge and problem solving skills to investigate real life mathematical situations, to formulate valid questions from problem situations, and to represent situations verbally, numerically/symbolically, graphically, and/or geometrically.
2. Use the NCTM standards and HCPS benchmarks for grades 3-6 to guide the planning of standardized, comprehensive, meaningful, and integrated math lessons that engage students in active, hands-on, problem-based learning experiences.
3. Identify and review mathematics resources, and effectively use various forms of technology to enhance student experiences in the 3-6 classroom..

ACADEMIC REQUIREMENTS

Signature Assignment: Mini-unit for Math Grades 3-6 (SLO 1, 2, 3)	40 pts.
Other Assignments:	
Class activities (SLO 1, 2, 3)	30 pts.
Lesson Plans (two) (SLO 2)	20 pts.
Problem Solving (two) (SLO 1)	10 pts.
Journal Articles - summary and reflection (two) (SLO 3)	10 pts.
Projects and Reflections (as assigned) (SLO 1, 2, 3)	50 pts.
Exams (midterm and final) (SLO 1)	40 pts.

Grading Scale

180 - 200 points	A
160 - 179 points	B
140 - 159 points	C - must retake
Below 140	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 done by calling the instructor's campus extensior by leaving word at the Faculty Services Office (735-4739). It is the instructor's prerogative to modif 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 we of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

The student is responsible for making up any work missed during an excused absence. It is the student's responsibility to contact the instructor prior to the next class meeting to determine make u work for the missed class. Points will be deducted from the overall grade (up to 4 points per occurre for an unexcused absence or for an excused absence for which work is not made up.

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 offe 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 another individual.

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the w or final examination due to circumstances beyond the student's control. The incomplete contract mu be signed by the student and the instructor. The work must be completed in 90 days or the incompl will revert to the grade that the student would have earned. This grade and the date the work is due be specified on the incomplete contract.

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

WEEKLY SCHEDULE

Week	Date	Major Topic	Required Reading	Assignments Due
1	8/28, 30	Problem Solving NCTM's Curriculum Focal Points	Chapter 4	Reflection: HCPS III and CFP
2	9/4, 6	Computation Estimation	Ch 14	Problem Solver 1
3	9/11, 13	Fractions	Ch 16 p. 304-315	Journal Article 1
4	9/18, 20	Fractions	Ch 17	
5	9/25, 27	Technology Assessment	Ch 8 Ch 6	
6	10/2, 4	Decimals	Ch 18	
7	10/9, 11	Decimals		Midterm (take home)
8	10/16, 18	Proportional Reasoning	Ch 19	Problem Solver 2
9	10/23, 25	Algebraic Thinking	Ch 15 p. 270-292	Journal Article 2
10	10/30, 11/1	Measurement	Ch 20	
11	11/6, 8	Geometry	Ch 21	
12	11/13, 15	Data Analysis	Ch 22	
13	11/20	Probability	Ch 23	
14	11/27, 29	Exponents Integers	Ch 24	
15	12/4, 6	Review		
		Final Exam		

Additional projects will be assigned.
Weekly schedule and assignments are subject to change.