

**MATH 395 SYLLABUS: SPRING 2010  
ELEMENTARY INTEGRATED METHODS**

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<b>SPRING 2010 OFFICE HOURS &amp; SCHEDULE</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9 – 10		<b>Office</b>		<b>Office</b>	Generally not on campus
10 – 11	213 (103)	213 (110)	213 (103)	213 Lab (103)	
11 – 12	<b>Office</b>	Lunch	<b>Office</b>		
12 – 1	212 (103)	212 Lab (103)	212 (103)	212 (103)	
1 – 2	Lunch		Lunch	Lunch	
2 – 3	<b>Office</b>	395 (103)	<b>Office</b>	395 (103)	
3 – 4					

Please feel free to drop by my office during my office hours for help. You do not need to make an appointment to come to office hours. At times other than my listed office hours you are welcome and encouraged to call or email me with questions about the course. If you have direct scheduling conflicts with my office hours and would like further help, please let me know.

**COURSE PREREQUISITE**

- Math 213 with a grade of C- or better in Math 211, 212 and 213

**COURSE REFERENCE MATERIALS (not required)**

- Text: “Elementary and Middle School Mathematics Teaching Developmentally”, Fifth Edition, John A. Van De Walle
- NCTM Journals: *Teaching Children Mathematics*, *Mathematics Teaching in the Middle School*
- Websites: NCTM, NCTM Illuminations, etc. (see your course web page)

**CLASS WEB PAGE**

There will be a link for the Math 395 webpage (where many course items will be posted) on my home page: <http://www.wou.edu/~burtonl>

In particular, the class webpage: “Math 395: Assignments & Activities” will be linked to your Math 395 webpage and will include the class schedule, homework assignments and due dates.

## **LESSON PLANNING AND PRESENTATIONS**

Math 395 will focus on effective lessons and lesson planning. In this class each student will participate in three group lesson plan projects and a final game writing project. For each lesson plan project, groups will plan a lesson, present the lesson in class, assign, collect and grade homework and write a final lesson report. An updated and shortened version of the third lesson plan will also be presented at WOU's Academic Excellence Showcase on Thursday, May 27, 2010.

There are three lesson plan categories: Lesson A—Students will adapt an assigned Fraction Bar lesson plan, Lesson B—Students will find and adapt an NCTM Illuminations lesson plan over an assigned topic and Lesson C—Students will choose topics from a given list and write their own lesson. Detailed directions for each lesson will be given in the Lesson Plan Directions handout.

### **Lesson Groups**

For each lesson (A, B, C), the class will be divided into groups and each student will be required to work with their group for entire the lesson plan project, both in and out of the classroom.

### **Lesson Plan and Presentation Assessment**

#### **In Class Assessment**

On the first day of class we will create a ***Math 395 Presentation Rubric*** and after each lesson presentation, each of the other lesson groups will assess the presentation.

#### **General Assessment Components for each Lesson Plan Project (also see the specific Lesson Handouts)**

- ✓ *Materials & Copy Request Form*: Complete, clear and on time.
- ✓ *Outline Summary*: Clear and effective, matches class presentation, follows specific details given in lesson directions.
- ✓ *Master Lesson Copy*: On time, complete, quality work
- ✓ *Lesson Presentation*: Burton, using class *Presentation Rubric*
- ✓ *Class Assessment*: Using class *Presentation Rubric*
- ✓ *Homework Key* complete, correct, on time.
- ✓ *Homework Grading*: On time, uniform and fair
- ✓ *Final Report*: Reasonableness of reflective comments, effective ideas for changes and improvements, personal activity logs included, group score breakdown given, and, if needed, justification is given, report signed by each group member.

#### **Lesson A Assessment includes all of the above**

#### **Lesson B Assessment includes all of the above and**

- ✓ Use and adaptation of NCTM lesson: Thorough, clear, practical for use in the elementary or middle school classroom.
- ✓ Homework mathematically relevant.

### **Lesson C Assessment includes all of the above and**

- ✓ Lesson Design and Materials: Quality work, mathematically effective, etc.
- ✓ Homework mathematically relevant.

### **Academic Excellence Showcase Presentation Assessment**

*Burton assessment of presentation*

- ✓ *Suggestions/Assessment from class included:* Did the group effectively incorporate suggestions from their in-class presentation assessment?
- ✓ *Practiced:* Is the group prepared, organized and practiced for the AES presentation?
- ✓ *Length:* Did the group clearly modify the lesson for the shortened AES presentation?

### **ATTENDANCE & VOLUNTEERING**

Daily attendance **is required** for this course. Each group of students will be putting a lot of effort into preparing their lesson plans and presentations and they will depend on a class full of interested and focused colleagues. During presentations you will be asked to volunteer answers and ideas and will be expected to participate. Missed classes in Math 395 can not be made up as other student's presentations can not be repeated.

### **ARTICLE HOMEWORK**

Reading assignments, due at midnight (electronic submission), are posted on your class web pages. Late assignments will receive at most 50% credit.

### **LESSON PLAN HOMEWORK**

Each lesson presentation will have an associated homework assignment that will be graded by the group assigning the homework. Group members, of course, do not turn in homework for their own lessons. Late lesson plan homework can not be accepted.

### **THE FINAL GAME PROJECT**

Towards the end of the term, students can choose their own groups for their Final Game Writing Project. Each group will create a game to share with the class either on Thursday of dead week or during the final exam period. See the Final Game Project handout.

### **COURSE GRADING**

<u>CLASS ITEM</u>	<u>COURSE %</u>
Attendance	10.0
Homework (Article/Lesson Plan)	25.0
Lesson A	12.5
Lesson B	15.0
Lesson C	17.5
Lesson C AES	10.0
Final Game	10.0
<b>TOTAL</b>	<b>100.0</b>

## STANDARD GRADING SCALE FOR THIS COURSE

% Range	Grade	% Range	Grade	% Range	Grade
93 – 100	A	80 – 82	B-	60 – 69	D
90 – 92	A-	77 – 79	C+	Below 60	F
87 – 89	B+	73 – 76	C		
83 – 86	B	70 – 72	C-		

### NON ACADEMIC ELECTRONIC ITEMS (INCLUDING CELL PHONES)

*Cell phones and non-academic electronic items will be referred to as “electronic items.”* The university classroom is an electronic item free area. Using any electronic device for text messaging, receiving or sending a message or listening to any recording during a university class is completely inappropriate classroom behavior.<sup>1</sup> Electronic items should remain **turned completely off** and should remain **completely out of sight at all times** throughout all of your classes. “Quiet” or “vibrate” settings are not turned completely off. Electronic items **may not** be used for any reason during class or during exams and quizzes. Electronic item use during exams or quizzes will be treated as cheating and you will receive a zero score on that exam or quiz.

### APPROPRIATE CLASSROOM BEHAVIOR

You are ultimately responsible for your own attendance and performance. Disruptive classroom behavior of any kind, such as talking during lecture or consistently coming to class late etc., is not appropriate. Proscribed Conduct for all students is described in the University Catalog. In particular for this course any student found cheating on an exam or copying from another student's exam paper will receive a zero score on that exam.

### LEARNING DISABILITIES

If you have a documented learning disability, please talk to me during the first few days of class, I will be more than happy to accommodate you in any way that I can. If you have a documented disability which requires any academic accommodations, you must go to the Office of Disability Services (ODS) for appropriate coordination of your accommodations. You can drop by APSC 405 or contact ODS at (503) 838-8250 (V,TTY) to schedule an appointment.

### INCOMPLETE POLICY

An Incomplete can only be granted for a student who is passing a class and has a documented emergency that prevents them from completing the course.

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<sup>1</sup> If you are in an emergency situation in which you need to have your cell phone on quiet; please speak to me about it before class.