

**MATH 395 SYLLABUS
INTEGRATED METHODS FOR TEACHERS
Winter Term 2008**

Professor: Dr. Maria Fung
Office: AA 305

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CLASS MEETS: 2:00 – 3:50 p.m. Tuesdays and Fridays, Arnold
Arms 104

Dr. Fung's OFFICE HOURS & SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Prep	<i>Office Hour 9:30 to 10 a.m.</i>	Prep	Usually not on campus	Prep
10-11	Math 212	Math 212	Math 212		Math 212
11- 12	<i>Office Hour</i>		<i>Office Hour</i>		<i>Office Hour</i>
12 – 1	Math 341	Math 341	Math 341		Math 341
1 – 2	Lunch	Lunch	Lunch		<i>Office Hour</i>
2 - 3	<i>Office Hour</i>	Math 395	<i>Office Hour</i>		Math 395
3-4	Independent Study		Independent Study		

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.

REQUIRED COURSE MATERIALS:

- ◆ Text: “Elementary and Middle School Mathematics Teaching Developmentally”, Fifth Edition, John A. Van De Walle
- ◆ If you are unable to find the most current edition of this textbook, it is acceptable to use an older edition. Just make sure you check with the copy on reserve in the library that you are doing the correct homework problems.
- ◆ Large 3-ring binder & 3-ring section dividers that can be labeled

COURSE PREREQUISITE

Mth 396 with a grade of C- or better. Please see me if you have not taken this course. Students without the correct prerequisite course may be dropped from the course.

COURSE STRUCTURE

Class will be a mix of an interactive lecture, activities and problem solving sessions. Your attendance and participation in class is crucial and required in this course. We will regularly explore new ideas during class and it will be difficult to make this work up on your own.

COURSE PURPOSE & OUTLINE

This course is designed for students planning to be elementary and middle school teachers. Our goals for this course are to:

- Improve mathematics content knowledge and problem solving skills by building upon and extending knowledge acquired in other mathematics education classes
 - Acquire and expand ideas of approaching some of the main strands of the K-8 mathematics curriculum
 - Gain experience in creating and modifying lesson plans and longer units
 - Reflect on effective methods for the elementary and middle school classroom
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CLASS WEB PAGE

There will be a link for the Math 395 web page on my home page:

<http://www.wou.edu/~fungm>

HOMEWORK

- ◆ See the document “MATH 395 HOMEWORK POLICIES”
- ◆ All homework is due by 4:30 p.m. on due date
- ◆ Homework will generally be due on Fridays

CLASSWORK

- ◆ See the document “MATH 395 CLASSWORK POLICIES”
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OUTLINES of CHAPTERS

- ◆ Each chapter that we discuss/work on will have to be summarized in an outline by you and turned into me on Tuesdays or Fridays if previously announced. Outlines should contain all the important ideas and information in each chapter in the textbook. Recommended length is 2-4 pages handwritten. Simply copying the headers for each section is not enough. You need to include information about all important ideas under each header. Please write legibly, using grammatical English.

Outline Requirements

- ◆ Obtain a bound homework outline notebook to use exclusively for Math 395 reading outlines. This may be a bluebook, a thin 3-hole punched 8.5” x 11” spiral bound notebook, a composition book or other small notebook. You will need 15 – 16 pages in total. Label the book “Math 395 Reading Outlines.”

Outline Assessment

- ◆ Outlines will be peer assessed; peer assessment will rotate so that for every outline you have a different peer assessor.
- ◆ Exchange outline notebooks as directed.

- ◆ Peers assess outlines using the following 3-point scale:
 - 3 points
 - ◆ Outline focuses on all important ideas in a chapter and is written in an easy to follow format, using full English sentences.
 - 2 points
 - ◆ Outline is almost complete, but some ideas might be missing or it is written in a format that is not easy to follow or not entirely clear.
 - 1 point
 - ◆ Outline is sketchy or minimal.
 - 0 points
 - ◆ No outline is presented.

Makeup Outlines

Makeup reading outline points, in the form of additional out of class assignments, will only be available in the case of documented emergency or a documented university sanctioned absence from class (examples: student teaching in the education program, university representation in a music presentation, etc.). Prior notification and my agreement are required.

SCAVENGER HUNT

Per student, once per term, 40 point assignment:

- ◆ See the document “MATH 395 SCAVENGER HUNT”

MATH 395 LESSON PLAN PROJECTS

- ◆ There will be two lesson plan projects in Math 395. Each will include writing a lesson and an activity for children and briefly presenting the lesson/activity ideas to the class.
- ◆ See the document “MATH 395 LESSON PLAN PROJECTS”

CLASS MIDTERM PAPER AND FINAL ACTIVITY

There will be one research paper (5-7 pages) in Math 395, due during the fifth week of the term.

Instead of a final exam there will be a final team activity that will focus on the main topics from the course. More information will be provided later in the term.

COURSE GRADING

Class-work Assessment (includes Attendance)	10%
Outlines (10%) & Scavenger Hunt (10%)	20%
Research Paper	10%
Final Activity	15%
Course Homework	25%
<u>Lesson Plan Projects (10% and 10%)</u>	<u>20%</u>
TOTAL	100%

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 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.

STANDARD GRADING FOR THIS COURSE

Your grade for this course will be based on the following with A-, B+, B-, C+, C- given as is appropriate: A—90%, B—80%, C—70%, D—60%, F—below 60%.

CELL PHONE POLICY

Cell phones are **NOT** permitted during class. You need to turn your cell phone completely off and keep it off and out of sight during the whole class period. You may NOT use cell phones as calculators. If you have an emergency situation, you can contact me before class for a special permission to keep your cell phone on quiet (“vibrate”) setting.
