

EDE 433: Content: Mathematics I

School of Education and Leadership

4 Credits

Effective Date 7/1/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

EDE 433 is the first of two courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage (“Find Your Textbook” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Design engaging learning experiences for students based on knowledge of student learning, content, community, equity, and curriculum goals
- Implement effective instructional strategies related to critical thinking and problem-solving skills
- Integrate appropriate technology into the learning environment

- Develop an integrated knowledge base about mathematics, learning and teaching that includes multiple perspectives and resources
- Engage in self exploration on how one learned mathematics and investigate beliefs about the ways children learn mathematics to develop a personal philosophy to support children's mathematical thinking and strategies used to learn mathematics

Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a **collective goal** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for **multiple truths** to coexist, and where we begin to **notice and name power dynamics** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to **share our truths bravely**, to **acknowledge the humanity** of each other and ourselves, and to **look for learning** in ourselves and others.

We agree to keep confidential all issues of a personal or professional nature that are discussed in class.

***adapted from Color Brave Spaces by Equity Matters (2021). www.equitymattersnw.com*

Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Instructional Plan 1 (25% of Final Grade)

This assessment measures the quality of the first Mathematics Instructional Plan and Rationale that candidates write in their teacher certification program. Candidates conduct a focused inquiry on a particular math topic (math content must come from concepts found in chapters 8 through 12 in the Van de Walle, Karp, and Bay-Williams text and must be approved by the instructor) and create a lesson plan informed by their research. The gradual development of a quality instructional plan should work hand-in-hand with the second math instructional plan due later in the quarter. To support lesson planning effectiveness, candidates monitor their progression in designing effective instructional plans. Even though this is not part of the rubric, candidates are encouraged to engage in peer review and self-assessment using the accompanying rubric for this assignment and the use of the edTPA rubrics for lesson planning.

Instructional Plan 2 (25% of Final Grade)

This assessment measures the quality of the second Mathematics Instructional Plan and Rationale that candidates write in their teacher certification program. Candidates conduct a focused inquiry on a particular math topic (math content must come from concepts found in chapters 8 through 12 in the Van de Walle, Karp, and Bay-Williams text and must be approved by the instructor) and create a lesson plan informed by their research. To support lesson planning effectiveness, candidates monitor their progression in designing effective instructional plans. Even though this is not part of the rubric, candidates are encouraged to engage in peer review and self-assessment using the accompanying rubric for this assignment and the use of the edTPA rubrics for lesson planning.

Instructional Plan Presentation and Reflection (10% of Final Grade)

Candidates will complete an instructional demonstration during the course. Each candidate will select one of the instructional plans and teach this plan to other candidates. During the presentation, the candidate will present the learning targets (content and academic language), integrate academic language learning experiences, give step-by-step examples on how to teach the mathematical concepts, promote equitable math instruction to ALL learners, use visual models and provide resources to enhance instruction, and instruct specific learning experiences to guide colleagues' participation with the math lesson. The candidate is encouraged to use collegial review on the lesson and presentation ideas prior to the presentation. After the presentation, candidate writes a one or two page reflection describing the planning and instructing experience for the lesson presentation and analyzes any changes he or she would make to the lesson presentation in the future.

Philosophy of Teaching Math Paper (20% of Final Grade)

Using understandings from prior experience, this course and other teacher preparation work, each candidate writes a personal philosophy of teaching mathematics paper. This activity provides each candidate with the opportunity to reflect upon issues and factors that influenced his or her own mathematics learning in school. In this personal philosophy paper, the candidate identifies essential purposes and priorities of mathematics, beliefs and dispositions of mathematics, and theories and practices of mathematics that address relevant, current teaching and learning practices or issues in mathematics education. This philosophy of teaching math paper highlights the candidate's approach to teaching and learning mathematics. This paper will range from three to five pages and should include references.

Participation, Engagement, and Essential Dispositions (20% of Final Grade)

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person.

Course Policies

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and engagement with content and peers both within and outside of face-to-face class sessions.

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to

the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.