

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
ETC 513: Mathematics Methods I

3 Credits
Effective: Summer 2019/2020

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

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is the first of a two-course sequence that examines theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-3. 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. Candidates will use self-reflection to analyze and inform their own math instructional practices. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

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.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” 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

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Lesson Plan 1	30%
Revision of Lesson Plan 1	20%
Instructional Plan Presentation and Reflection	20%
Philosophy of Teaching Math Paper	10%
Participation, Attendance, Essential Dispositions, and Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Lesson Plan 1

This assignment 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 align with Common Core State Standards in mathematics for grades K-3. Candidates must create an original lesson plan informed by their research on evidence-based practices. This same instructional plan will be revised and resubmitted as a separate assignment later in the quarter.

<i>Components</i>	<i>% of Grade</i>
Establishing Learning Targets	15%
Planning Assessment	15%
Academic Language	15%
Sequence of Instructional Plan	40%
Resources, Technology, and Family Connection Plan	15%
TOTAL	100%

Revision of Lesson Plan 1

This assignment improves the quality of the first Mathematics Instructional Plan and Rationale that candidates wrote in their teacher certification program. Candidates revise their focused inquiry chosen from the Lesson Plan 1 assignment. Their revisions include instructional strategies that increase student engagement in the math lesson (i.e. problem solving, math discussions, problem-based learning, etc). Feedback received from the Lesson Plan 1 assignment is incorporated into revisions.

<i>Components</i>	<i>% of Grade</i>
Establishing Learning Targets	15%
Academic Language	15%
Planning Assessments	15%
Sequence of Instructional Plan	40%
Resources, Technology, and Family Connection Plan	15%
TOTAL	100%

Instructional Plan Presentation and Reflection

Candidates complete an instructional demonstration during the course. Each candidate selects one component (up to 15 minutes) of the lesson plan and teaches this plan to other candidates. During the presentation, the candidate presents the learning targets (content and academic language), integrate academic language learning experiences, gives step-by-step examples on how to teach the mathematical concepts, promotes equitable math instruction to ALL learners, uses visual models and provides resources to enhance instruction, and instructs specific learning experiences to guide colleagues' participation with the math lesson. 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.

<i>Components</i>	<i>% of Grade</i>
Promote critical thinking and problem solving	20%
Engage students in mathematical concepts	20%
Demonstrate and support a positive math learning environment	20%
Analysis and Reflection of Teaching Effectiveness	40%
TOTAL	100%

Philosophy of Teaching Math Paper

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.

<i>Components</i>	<i>% of Grade</i>
Identify Essential Purposes and Priorities of Mathematics	20%
Integrate Personal History with Math	20%
Evaluate Beliefs and Dispositions of Mathematics	20%
Reference to Theory and Practice of Mathematics	20%
Professional Writing and APA	20%
TOTAL	100%

Participation, Attendance, Essential Dispositions, and Instructor Determined Assignments

Class attendance, essential dispositions, and participation are integral components of this course. Class participation expands the participant’s knowledge and ability to implement strategies learned in the course. As a prospective teacher, candidates are expected to demonstrate a commitment to professionalism by attending classes, actively participating in class and on Blackboard, and creating respectful interactions with colleagues. Candidates are also called on periodically to take leadership roles within the class, or as a part of a small group. Teaching requires constant hands-on leadership skills and this course is an opportunity for everyone to practice and develop leadership and participant skills. This includes classroom, online participation, and essential dispositions. The instructor may determine other required assignment(s) that become part of each candidate’s grade. For such assignments, the instructor provides a written assignment description and supporting advance guidance, including a rubric that guides performance expectations for candidates and defines how the instructor will grade the assignment.

<i>Components</i>	<i>% of Grade</i>
Contribution	20%
Preparation	20%
Attendance	20%
Communication	20%
Essentail Dispositions	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

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 Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

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 include 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 206.2369.4752 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.