

NOTE: This course requires that students complete a pre-course assignment before the instructor arrives from the U. S. The assignment should be written and submitted on the first day of class.

Assignment: Read Chapters 3 and 4 of text - Elementary and Middle School Mathematics:

Teaching Developmentally. Respond in writing to the following questions:

1. How do you remember your mathematics experiences in elementary, middle, and high school?
2. In what way was problem solving a part of your school math experience?
3. How confident are you in your understanding of math? What areas were easy for you? What areas were difficult? Do you still find some areas difficult to understand?
4. How do you or would you teach math differently from the way you were taught as a student?
5. What barriers do you or would you have that prevent you from teaching math the way you would like to teach it?

Statement of Purpose/Conceptual Framework: The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and fostering of the responsible use of technology. This course is designed to help you increase your collection of ideas for teaching mathematics. As you reflect on your experiences you will be better able to make thoughtful decisions about the teaching and learning of mathematics in your classroom.

Text: Elementary and Middle School Mathematics: Teaching Developmentally by John A. Van de Walle (2007), 6th edition. Pearson, Allyn & Bacon: New York.

Specific Competencies: At the conclusion of the course, the student will have the background knowledge and understanding of the way children think about and learn mathematics as well as knowledge and understanding of the best practices in mathematics education necessary in order to:

1. Plan and provide developmentally appropriate mathematics instruction/activities for all elementary school students;
2. Plan and provide critical thinking/problem solving experiences for all elementary school students;
3. Develop and implement appropriate evaluation and assessment procedures for elementary mathematics instruction and learning;
4. Be knowledgeable of the Jamaican Ministry of Education requirements/expectations for your grade level;
5. Serve as a role model to facilitate elementary students' learning, appreciation, understanding, and enjoyment of mathematics.

Course Assignments:

1. Attend all classes.
2. Read and complete all text assignments and participate in class activities/discussions.
3. Successfully plan and teach a mini-lesson.
4. Complete a reflection paper for the mini-lesson teaching.
5. Successfully complete exams/quizzes.
6. Complete a Final Curriculum Project to be submitted to the instructor by July 2, 2007.

Evaluation:

Mini-lesson	15%
Reflection Paper (on Mini-lesson).	15%
Exams/Quizzes	20%
Curriculum Project	20%
Reading/Class Activities	30%

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69

POLICY ON ACADEMIC HONESTY:

The use in any way of the work of another person or source to fulfill the requirements of this course is academically dishonest and grounds for removal from this class, the program, and possibly the university.

Attendance/Participation

Active participation and regular attendance are necessary for completion of the requirements of this course. In addition, much of the course is active learning, and many core understandings will be achieved by participation in class activities, discussions, and group assignments.

EACH ABSENCE WILL RESULT IN A LOSS OF 5 POINTS FROM THE FINAL COURSE AVERAGE.

Projected Course Schedule:

- Day 1 – Chapter 3 Content: Mathematical Understanding & Problem Solving in Teaching
Pedagogy: Background & Planning
- Day 2 – Chapter 4 Content: Mathematical Understanding & Problem Solving in Teaching
Pedagogy: Background & Planning
- Day 3 – Chapter 10 Content: Number operations & Basic Facts
Pedagogy: Models & Problems for number operations
- Day 4 – Chapter 11 Content: Number operations & Basic Facts
Pedagogy: Models & Problems for number operations
- Day 5- Chapter 12 Content: Place Value & Computation
Pedagogy: Materials & models for place value and algorithms
- Day 6 - Chapter 9 or 13 (9 for early grades and 13 for upper grades)
Content: Place Value & Computation
Pedagogy: Materials & models for place value and algorithms
- Day 7- Chapter 16 Content: Fractions and measurement
Pedagogy: Fraction models
- Day 8- Chapter 20 or 17 (20 for early grades and 17 for upper grades) Content: Fractions and measurement
Pedagogy: Fraction models
Mini-lesson presentations
- Day 9- Chapter 20 & 21 Content: Geometry and measurement
Pedagogy: Geometry & measurement activities
Mini-lesson presentations (cont.)
- Day 10- Chapter Catch-up, Presentation Catch-up, Curriculum Project Plans