Stephen F. Austin State University  
Department of Elementary Education  
ELE 4320.002 Teaching Mathematics in EC-6  
Fall 2020  

Instructor: Jim Ewing, Ph.D. (Pronouns he/him/his)  
Course Time: Th: 12:30-3:00  
Credits: 3 hours  

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Office Hours: M 12:00 to 2:00 (Online) T: 11:00 to 2:00  

I. Course Description:  
Examination of the mathematics curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching mathematics. This course includes investigation of activities and materials appropriate for achieving mathematics objectives.  

II. Program Learning Outcomes, Student Learning Outcomes and Assessment:  

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).  

- SLO 1.1 Candidates implement developmental stages of childhood and early adolescence in instruction (ACEI 1; EC-6 Texas Mathematics Standard VI).  
  - SLO 1.1.1 Assessment – Final Exam  
    - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s, 4.13s  
    - Content Standards: 5.2k, 5.5s, 5.8s, 5.17s, 5.18s, 5.20s, 6.3k, 6.4k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 9.6k, 9.7k  
  - SLO 1.1.2 Assessment – Mental Mathematics  
    - PPR Standards: 1.6k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 2.7s, 2.8s, 2.9s, 3.3k, 3.4k, 3.9k, 3.11k, 3.1s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.12s  
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.18s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.6s, 7.9s, 7.11s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s  
  - SLO 1.1.3 Assessment – Landmark Project  
    - PPR Standards: 1.6k, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s  
    - Content Standards: 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.22s, 7.23s  
  - SLO 1.1.4 Assessment – Classroom Content Activities/Reading Assessment/Reflections  
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.20s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.5s, 7.7s, 7.9s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s  
  - SLO 1.1.5 Assessment – Develop Lesson Plans  
    - PPR Standards: 1.17k, 1.18k, 1.28k, 1.11s  
    - Content Standards: 6.3k, 6.4k, 6.7k, 7.23s, 9.2k  

- SLO 1.2 Candidates know and understand major concepts, principles, theories, and research to select current best practices for mathematics instruction.  
  - SLO 1.2.1 Assessment – Develop Lesson Plans  
    - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.6s, 1.11s, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.1k, 4.2k, 4.4s, 4.13s  
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.7k, 6.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.7s, 7.16s, 7.21s, 7.22s, 7.23s, 7.24s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 8.8s, 8.9s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s  
  - SLO 1.2.2 Assessment – Games Project
• SLO 1.3 - candidates will examine the history, structure, and evolving nature of mathematics and its effects on society and today's mathematics classroom (EC6 Texas Mathematics ST VI).

• SLO 1.3.1 Assessment – Develop Lesson Plans
  - PPR Standards: 1.6k, 1.17k, 1.18k, 1.28k, 1.5s, 1.6s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4k, 3.9k, 3.11k, 3.4s, 3.8s, 3.9s, 3.4k, 3.5s, 3.6s, 3.10s, 3.11s
  - Content Standards: 9.6k

• SLO 1.3.2 Assessment – Reflections on Twitter
  - PPR Standards: 2.2k, 2.3k, 2.4k
  - Content Standards: 6.3k, 7.2k, 7.4k, 7.7s

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4).

• SLO 2.1 Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability (EC-6 Texas Mathematics ST I, II, III, IV, V).

• SLO 2.1.1 Assessment – EC6 Department Content Practice Exam
  - Content Standards: 9.6k

• SLO 2.1.2 Assessment – TExES EC6 Content Exam
inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8; ISTE ST II).

SLO 3.1.2 Assessment – Mathematics Pre-Test
Content Standards: 3.9s, 3.10s, 4.1k, 4.2k, 4.4s

SLO 3.1.3 Assessment – Mathematics Pre-Test
Content Standards: 1.6k, 1.19k, 1.2k, 1.3k, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.4k, 5.5k, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.7k, 6.8s, 6.9s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.7s, 7.16s, 7.21s, 7.22s, 7.23s, 7.24s, 8.4k, 8.5s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s

SLO 3.1.5 Assessment – Classroom Content Activities/Reading Reflections
Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.20s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.6k, 7.4s, 7.5s, 7.7s, 7.9s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s

SLO 3.1.6 Assessment – Mathematical Discussions
PPR Standards: 1.17k, 1.18k, 1.28k, 3.9s, 4.13s
Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 6.4k, 6.7k, 7.1k, 7.3k, 7.10k, 7.11k, 7.12k, 7.21s, 9.3k, 9.4k, 9.7k, 9.3s, 9.5s, 9.6s

PLO 3 Candidates use their knowledge of mathematics, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8; ISTE ST II).

- SLO 3.1 Candidates select and create learning experiences that are appropriate for curriculum goals, meaningful to elementary students, and based upon principles of effective mathematics teaching (e.g. activate students’ prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired)—EC-6 Texas Mathematics ST VII; ISTE ST II).

- SLO 3.2 Candidates demonstrate knowledge of mathematical strategies appropriate for young children and adolescents (EC-6 Texas Mathematics ST VII).
• SLO 3.3 Candidates explore and use a variety of appropriate instructional strategies for students in grades EC-6 (e.g. using models, children's literature, and everyday experiences) (EC-6 Texas Mathematics ST VII).

• SLO 4.1 Candidates examine various options for informal assessment of the young child/adolescent (EC-6 Texas Mathematics ST VIII).

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

• SLO 4.2 Candidates demonstrate understanding of mathematical assessment of the development of young children and young adolescents (EC-6 Texas Mathematics ST VIII).
PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).

- SLO 5.1 Candidates apply knowledge of the EC6 TExES Competencies. (TExES PPR)- (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
  - SLO 5.1.1 Assessment – Pretest
    - Content Standards: 9.6k

- SLO 5.2 Candidates understand the value of positive/productive communication with families/administration (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
  - SLO 5.2.1 Assessment – Design Lesson Plans (ACEI 5)
    - PPR Standards: 1.18k, 2.1k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s
    - Content Standards: 7.3k, 7.4k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.7k

- SLO 5.3 Candidates will explore the importance of being a reflective practitioner committed to continuous professional growth and development in the teaching of mathematics (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5)
  - SLO 5.3.1 Assessment – Final Exam
    - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s, 4.13s
    - Content Standards: 5.2k, 5.5s, 5.8s, 5.17s, 5.18s, 5.20s, 6.3k, 6.4k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.7s, 9.6k, 9.7k
  - SLO 5.3.2 Assessment – Design Lesson Plans
    - PPR Standards: 1.17k, 1.19k, 1.28k, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.11k, 3.4s, 3.8s, 3.9s, 3.4k, 3.5s, 3.6s, 3.10s
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 5.14s, 5.19s, 5.17s, 5.18s, 5.20s, 5.21s, 7.1k, 7.3k, 7.4k, 7.6k, 7.10k, 7.11k, 7.12k, 7.17k, 7.18k, 7.19k, 7.1s, 7.4s, 7.5s, 7.7s, 7.9s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 7.22s
  - SLO 5.3.3 Assessment – Design Lesson Plans
    - PPR Standards: 1.1s, 1.4s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 2.1k, 2.3k, 2.4k, 2.5k, 2.7s, 2.8s, 2.9s, 3.4k, 3.9k, 3.11k, 3.4s, 3.8s, 3.9s, 3.4k, 3.5s, 3.6s, 3.10s
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 5.14s, 5.19s, 5.17s, 5.18s, 5.20s, 5.21s, 7.1k, 7.3k, 7.4k, 7.6k, 7.10k, 7.11k, 7.12k, 7.17k, 7.18k, 7.19k, 7.1s, 7.4s, 7.5s, 7.7s, 7.9s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 7.22s

ELE 303 is guided by:
National Council for Teachers of Mathematics (NCTM) Principles and Standards:
http://standards.nctm.org/document/appendix/data.htm#TOP

III: Course Assignments, Activities, Instructional Strategies, Use of Technology

1. **Reading Assessment (PLO# 1, 2)**
   Candidates read current mathematics education materials with an emphasis on meeting all students’ needs.

2. **Candidates are required to complete a** Math Pre-Test, analyze their results and upload the analysis to the Dropbox. (PLO# 2, 5)
3. **Develop Lesson Plans (PLO# 1, 2, 3, 4, 5)** Candidates plan, implement, and reflect on eight lesson plans. They include how to meet students’ cultural and linguistic needs.

4. **Lead Mathematical Discussions (PLO#1)** Candidates will read about topics related to mathematics and present their findings using technology. Topics will include assessment, technology, gender, community, history, race, and special education.

5. **Landmark Project: (PLO# 1, 3, 4)** Each candidate will take a picture of her community and write mathematics questions to accompany the picture.

6. **Mental Mathematics (PLO# 1, 3, 4)** Candidates will design and implement lessons to help students master mental math strategies. These lessons will require the candidate to plan, implement, and reflect on the process.

7. **Reflection on Twitter (PLO# 1)** Candidates will explore their own relationship with mathematics through writing. Apart from discussing in class, these reflections will be posted on Twitter.

8. **Final Exam (PLO# 1, 3, 4, 5)** Candidates will discuss how they can meet all students’ needs in mathematics.

9. **Professionalism (PLO #5)** Candidates will make an effort to attend all classes. If a candidate cannot attend class, they should notify the instructor before missing the class. If a candidate fails to notify the instructor of an absence before missing the class, she/he will lose two points. If a candidate misses a class, she/he will be assigned a writing assignment to make up the class. Professionalism requirements are listed in section IX.

IV. **Evaluation and Assessments (Grading):**
Assignments may be altered to meet student need when appropriate. No extra assignments will be made but existing assignments may be revised.

1. **Dropbox Assignments**
   a. Mathematics Pre-Test Analysis (1 pt.) (PLO # 2, 5)
   b. Autobiography (2 pts.) (PLO# 2, 5)
   c. Design Lesson Plans (30 pts.) (PLO# 1,2,3,4, 5)
   d. Reading Reflections (32 pts.) (PLO# 1,2,3,4,5)
   e. Final Exam (12 pts.) (PLO# 1,2,3,4, 5)

2. **Other Assignments**
   a. Lead Mathematical Discussions (4 pts.) (PLO# 1)
   b. Mental Mathematics (2 pt.) (PLO# 1, 3, 4)
   c. Reflections on Twitter (4 pts.) (PLO#1)
   d. Landmark Lesson/Project (3 pts.) (PLO# 1, 3, 4)
   e. Lead Problem of the Day (4 pts.) (PLO# 1, 3, 4)

3. **Professionalism and Participation (6 pts.) (PLO# 5)**

Candidates are expected to complete assignments **on or before the due date shown on the Tentative Course Timeline**. To be eligible to receive an "A" in this course, ALL assignments must be completed and submitted or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.

**Grading Scale (based on percentage of total points earned)***

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79</td>
</tr>
<tr>
<td>F</td>
<td>74 or fewer</td>
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</tbody>
</table>
**REQUIREMENTS FOR ADVANCEMENT IN TEACHER EDUCATION**

To take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher Education). **Students failing to maintain at least a 2.5 G.P.A. will be dropped from professional education courses. In addition, Teacher candidates must score 75% or higher of the total points possible to PASS ELE 303 to be eligible to move forward into Clinical Teaching.**

V. Tentative Course Outline: (Fall, 2020)

**Timeline ELE 4320.002 Fall, 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>• Introduction&lt;br&gt;• Syllabus and Timeline&lt;br&gt;• Discuss Math Mindsets&lt;br&gt;• Problem of the Day</td>
<td>• Math autobiographies and self-reflections&lt;br&gt;• Math Pre-test</td>
</tr>
<tr>
<td>9/3</td>
<td>• Number Talks&lt;br&gt;• Discussion: Technology (Ewing)&lt;br&gt;• Equitable practices for Emergent Bilinguals</td>
<td>• Read Chapter 1&lt;br&gt;• Reflect on Chapter 1&lt;br&gt;• Twitter Reflection on Emergent Bilinguals</td>
</tr>
<tr>
<td>9/10</td>
<td>• Problems of the Day-Group 1&lt;br&gt;• Discussion (Community)-Group 3&lt;br&gt;• 5E Lesson</td>
<td>• Read Chapter 2&lt;br&gt;• Reflect on Chapter 2</td>
</tr>
<tr>
<td>9/17</td>
<td>• Problem of the Day Group 2&lt;br&gt;• Discussion (Gender)- Group 4&lt;br&gt;• Equitable Practices for Economically Disadvantaged Students</td>
<td>• Read Chapter 3&lt;br&gt;• Reflect on Chapter 3</td>
</tr>
<tr>
<td>9/24</td>
<td>• Problems of the Day-Group 3&lt;br&gt;• Discussion (Race)-Group 5&lt;br&gt;• Culturally Responsive Lesson Plans</td>
<td>• Read Chapter 4&lt;br&gt;• Reflect on Chapter 4</td>
</tr>
<tr>
<td>10/1</td>
<td>• Number Talks—Grades 1 to 3&lt;br&gt;• Problems of the Day-Group 4&lt;br&gt;• Discussion (Special Ed)- Group 1</td>
<td>• Read Chapters 5 and 6&lt;br&gt;• Reflect on Chapters 5 and 6</td>
</tr>
<tr>
<td>10/8</td>
<td>• Number Talks—Grades 4 and 5&lt;br&gt;• Fractions&lt;br&gt;• Problems of the Day-Group 5&lt;br&gt;• Discussion (Assessment)-Group 2</td>
<td>• Write Lesson Plan 1</td>
</tr>
<tr>
<td>10/15</td>
<td>• Number Talks- Grade 6&lt;br&gt;• Decimals</td>
<td>• Plan Lesson 1</td>
</tr>
<tr>
<td>10/22</td>
<td>• Elgin 6th grade Lesson 1&lt;br&gt;• Percent&lt;br&gt;• Plan Lesson 2</td>
<td>• Write Lesson 2</td>
</tr>
<tr>
<td>10/29</td>
<td>• Elgin 6th grade Lesson 2&lt;br&gt;• Problem Solving&lt;br&gt;• Plan Lesson 3</td>
<td>• Write Lesson 3</td>
</tr>
</tbody>
</table>
Assignments submitted after the due date will be penalized a point per day. Acceptance of late work is at the discretion of the instructor. **No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached.**

**VI. Readings: (Required and recommended – including texts, websites, articles, etc.)**

<table>
<thead>
<tr>
<th>Articles as assigned within the course.</th>
</tr>
</thead>
</table>
| Required | Math for ELLs. As Easy as Uno, Dos, Tres  By Dr. Jim Ewing  
ISBN: 978-1-4758-5308-7 |
| Articles | Candidates should search for their own articles to support their group discussion. |
| **LiveText/ Watermark Statement:** | **(only add if you have Livetext assignments)**  
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. **FEM Statement:** FEM is used for field experiences, practica, and internships in a way to document the offsite experiences. |
Supplemental Resources/Suggested Readings:

Journals
*The Elementary School Journal*, University of Chicago Press
  www.press.uchicago.edu/ucp/journals/journal/esj.html
*Exceptional Children*, Council for Exceptional Children — www.cec.sped.org
*Instructor*, Scholastic, Inc. — http://www.scholastic.com/teachers/instructor
*Mathematics Teacher*, National Council of Teachers of Mathematics.
*Mathematics Teaching in the Middle School*, National Council of Teachers of Mathematics.
*Teaching Children Mathematics*, National Council of Teachers of Mathematics.
*Young Children*, National Association for the Education of Young Children — http://www.naeyc.org/

Other Resources


National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical


Texas Education Agency. (2009). *Texas essential knowledge and skills (TEKS)*.


**Online Resources**

- National Council of Teachers of Mathematics (www.nctm.org)
- American Mathematical Society — www.ams.org
- Association for Women in Mathematics — www.awm-math.org
- Internet4Classrooms — www.internet4classrooms.com
- The Mathematical Association of America — www.maa.org
- National Association of Mathematicians — www.nam-math.org
- National Council of Teachers of Mathematics — www.nctm.org
- Pearson Prentice Hall — www.phschool.com
- Pearson Welcome K–12 AP Teacher! — www.pearsonhighered.com/educator/K-12_AP_teacher.page
- Texas Council of Teachers of Mathematics — www.tctmonline.org

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information (found at https://www.sfasu.edu/policies):**
Class Attendance and Excused Absence (Policy 6.7)
Regular, punctual attendance, participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible to write a make-up assignment.** Make-up work must be completed as soon as possible after returning from an absence.

Assignments submitted after the due date without prior permission from the instructor will be reduced a point for each day late.

Teacher candidates are expected to attend all face-to-face class meetings as scheduled. Each class missed without prior permission from the instructor will result in a loss of 1 point from the Professionalism/Participation point total.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

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**Additional Information:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TEES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Repeating this Course Policy:
If you are repeating ELE 303, then ALL of your work must be original to the repeated course. That means work from a previous semester of ELE 303 may **not** be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available.

IX. Other Relevant Course Information:

Professionalism
Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to **loss of points and/or a course letter grade** for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:
- attending/participating in all class meetings in accordance with the policies of the university; [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp)
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)
- contacting the professor **prior to** missing a class assignment;
- submitting **ALL WORK** in order to complete this course;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- making an effort to engage in productive struggle throughout the class;
- maintaining confidentiality **at all times**; and
- having a positive attitude throughout each class.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being positive is considered professional.

Nondiscrimination
“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp](http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp))