INSTRUCTOR INFORMATION

**Instructor**    Dr. Stephanie Jenkins
**Office Location**    N/A
**Email**    Stephanie.Johnson@sfasu.edu
**Office Phone**    936-714-2001
**Office Hours**    Evenings after 4 PM

COURSE INFORMATION

**Course Time**    ONLINE
**Course Location**    ONLINE
**Credit Hours**    3

Students can expect a response to emails and phone calls within 24-48 hours, Monday – Friday.

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I  COURSE DESCRIPTION

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

II  PREREQUISITES/COREQUISITES

**Prerequisites** – ECED 3310, ECED 3320, ELED 3330, READ 3330

**Corequisites** - Enrolled in ELED 4310, ELED 4330 & READ 4340; C or higher is required for all courses; failure to achieve a C or higher in ELED 4320 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of ELED 4320 two times will result in removal from EPP.

III  DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

IV  COURSE JUSTIFICATION

ELED 4320.641 “Teaching Mathematics in EC-6” (3 credits) is an online course that spans 8 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage in the online modules for at least three hours per week. Students are expected to read and watch module materials each week, read two texts and take regular reading quizzes, participate in several online discussions, design and engage in an event at a local elementary school that shows real-life applications of mathematics objectives, and create several activities suitable for teaching major concepts in mathematics pedagogy and content, create a teaching portfolio with evidence that indicates their understanding and learning of mathematics pedagogy and content for elementary students and take a written final examination. For every hour students engage with the content, they spend at least two hours completing associated activities and assessments.

COURSE OBJECTIVES & ASSESSMENTS

Each assignment in ELED 4320 is designed to reinforce the shared vision and purpose of the SFASU College of Education. This philosophy and vision help distinguish our graduates from those of other institutions. Below is the Perkins College of Education’s Vision, Mission, Goals, and Core Values (VMGV).

**Vision of the College of Education**

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching, and learning in a diverse and evolving world.

**Mission Statement of the College of Education**

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the
larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.

**Values of the College of Education**

**Integrity**: We follow moral and ethical principles in all aspects of life, including professional areas at work, such as decision-making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and Inclusion**: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others, and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice**: We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based on sound theory, consistent praxis, and academic excellence for the benefit of our students.

**Equity and Social Justice**: We believe everyone should have equal access to well-being, health, education, wealth, opportunity, and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding, and prepare them to become agents of social change.

**Democratic Citizenship**: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision-making.

**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENT**

**PLO 1** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each child with equitable access to high-quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1. a Candidates use their understanding of how children grow, develop, and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  - Assessments – Literature Project; Mathematics in the Real World; Number Sense Proofs; Crystallization Responses; Share & Compare/Group-Worthy Lesson Plan
- SLO 1. b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
  - Assessments – Literature Project; Mathematics in the Real World, Rights of the Learner; Classroom Rights & Responsibilities Infographic; Number Sense Proofs; Share & Compare/Group-Worthy Lesson Plan

**PLO 2** Candidates demonstrate and apply understandings of major concepts, skills, and practices as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- SLO 2. b Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications, and mathematical practices in varied contexts and connections within and among mathematical domains.
  - Assessment – Exit Tickets/Reflections/Discussion Postings/Crystallization Responses/Professionalism; Literature Project; Mathematics in the Real World; Mathematics Analysis of Assessment & Re-Engagement; Number Sense Proofs; Share & Compare/Group-Worthy Lesson Plan; Final Exam

**PLO 3** Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use formative and summative assessments to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms in classrooms. They build interpersonal relationships with students that generate motivation and promote students’ social and emotional development.
SLO 3. b – Candidates use assessment results to improve instruction and monitor learning.
   ▪ **Assessment** – Mathematics Analysis of Assessment & Re-Engagement; Number Sense Proofs
SLO 3. c - Candidates plan instruction, including goals, materials, learning activities, and assessments.
   ▪ **Assessments** – Linking TEKS to Activity to Assessment; Mathematics in the Real World;
     Mathematics Analysis of Assessment & Re-Engagement; Share & Compare/Group-Worthy Lesson Plan
SLO 3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
   ▪ **Assessments** – Mathematics in the Real World; Mathematics Analysis of Assessment & Re-
     Engagement; Rights of the Learner; Classroom Rights & Responsibilities Infographic; Number Sense Proofs;
     Share & Compare/Group-Worthy Lesson Plan

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of various effective instructional practices that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction, to support effective instruction and improved learning for every child.

SLO 4. Candidates use a variety of instructional practices that support the learning of every child.
   ▪ **Assessments** – Literature Project; Mathematics in the Real World; Rights of the Learner; Classroom Rights & Responsibilities Infographic; Number Sense Proofs; Share & Compare/Group-Worthy Lesson Plan

SLO 4.d Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
   ▪ **Assessment** – Mathematics Analysis of Assessment & Re-Engagement; Number Sense Proofs;
     Share & Compare/Group-Worthy Lesson Plan

PLO 5 Candidates promote the learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

SLO 5. b – Candidates design and implement professional learning activities based on ongoing analysis of student learning, self-reflection, professional standards research and contemporary practices, and standards of ethical professional practice.
   ▪ **Assessments** – Mathematics Personification; Rights of the Learner; Classroom Rights & Responsibilities Infographic Number Sense Proofs; Share & Compare/Group-Worthy Lesson Plan; Final Exam

ASSIGNMENTS, PROJECTS & EVALUATION

V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

❖ **Location of Assignments**
   Assignments, assessments, and discussion links are presented in D2L. You must complete work only after reading the assigned information in the text and modules. Going straight to the assignments is not considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

❖ **Accessing Assignments on D2L**
   You must have a browser that supports D2L at SFA. All necessary software information is available from SPAOnline. Know that if you intend to use a “dial-up” connection to access the Internet and this course, you may experience long wait times for files to download, and you may not be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you can access all components of this online course and log in to the course daily. Some files, at first appearance, may be distorted; however, all Word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document
in a new tab.

❖ **Formatting Requirements of Assignments**
All assignments must be submitted as required (Word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise, written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

❖ **Assignment Deadlines**
All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, email the instructor via D2L before missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right not to grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

❖ **Q Classroom Requirements**
This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

❖ **Assignments/Associated Standards/Points**
Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. Assignment Policy — Students must complete all assignments, including documentation, when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete the coursework will result in a grade of zero, or “Fail,” for the assignment. Repeated failure to complete coursework may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

VI **EVALUATION AND ASSESSMENTS (GRADING)**
Grades will be assigned per the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their records of graded work and exam scores; however, grades are posted in D2L. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. Assignments will be altered to meet assessed student needs when appropriate. No extra assignments will be made; existing assignments may be revised.

1. **D2L Quizzes**
   a. Before Class Begins (Pass/Fail)
   b. 3 Kinds of Knowledge (1 pt.)
   c. How Numbers Work (1 pt.)
   d. Assessing Student Learning (1 pt.)
   e. Problem Solving (1 pt.)

2. **D2L Discussion Board Postings**
   a. Kamii Video Reflection (5 pts.)
   b. Using Games to Teach/Assess (5 pts.)

3. **D2L Dropbox Assignments**
   a. Mathematics Personification (10 pts.)
   b. Rights of the Learner Response (10 pts.)
Late Work & Grading

Professionalism is considered when teacher candidates take coursework 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
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor before missing a class assignment;
- reading the course outline/syllabus and following directions for assignments.
- reading each assigned reading by the stated due date;
- completing all assignments/quizazzes independently unless otherwise stated by the instructor;
- completing all assignments/quizazzes on or before the due date;
- submitting all work to successfully complete this course;
- being prepared for quizzes and exams;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude, and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take the 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 negative is not regarded as professional.

Grading
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

Late Work & Professionalism Points
1. Late assignments may be accepted with a 30% late penalty if the assignment is submitted within seven calendar days of the original due date. Assignments not submitted within seven days will not be accepted for grading.
2. Excessive late work will result in the loss of professionalism points.
3. Deduction of other professionalism points may be at the instructor’s discretion based on course participation or if the student engages in unethical practices (cheating, plagiarism, etc.)
4. To be eligible to receive an “A” in the course, all assignments must be completed and submitted on or before the due date, 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.
5. Your final grade will be lowered one (1) letter grade if more than one assignment is late and/or you neglect to submit all assignments.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
<td>0-69</td>
</tr>
</tbody>
</table>

Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

Teacher Candidate Professionalism Expectations

❖ **Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (plagiarism).
  - Self-plagiarism is reusing your specific wording and ideas from work you have previously submitted.
  - Collusion is a form of cheating that occurs when a submission restricted to individual effort is shared through direct contact or third-party resources, allowing another individual to use and submit the copied work as their own.

❖ **Appearance:** Teacher candidates must be appropriately dressed for the required setting. Candidates dress according to the campus dress code when engaging with students, whether in person or virtual formats.

❖ **Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own experience rather than the experiences of other teacher candidates.

❖ **Attendance:** Teacher candidates must follow all policies and procedures outlined in this syllabus. Regular attendance is required. Absences must be made up hour-for-hour for field experiences.

❖ **Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.
  - When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and end by signing your name. Ensure the email includes a specific question and/or provides clear information. Make sure to proofread for typos before sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not when emails are checked regularly; instructors may not check email outside of regular working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

❖ **Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

❖ **Professional Demeanor:** Teacher candidates must maintain a high level of Professionalism, including a professional demeanor, which includes professionally presenting oneself, refraining from activities that may
interfere with their Professionalism the next day, maintaining a drug-free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

❖ Punctuality: Teacher candidates should arrive at class and field experience locations ten (10) minutes before the report time. To be “on time” is to be late. Teacher candidates must remain in class, setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

**Consequences of Unprofessionalism**

A combination of any three behaviors that display a lack of Professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from the course instructor
- 2nd Professionalism Behavior Concern – Meeting with the course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify a lack of Professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent three times).

**Texas Educators’ Code of Ethics,**

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. A Program Review Panel will review any violation of the Texas Educators’ Code of Ethics and may result in failure of the course and/or dismissal from the program.

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and community members 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 community. This chapter shall apply to educators and candidates for certification.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website: [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244).

**Certification/Licensing Requirements**

Candidates must undergo a criminal history background check before 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 when 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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

1. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID card, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/). You must provide legal documentation to be allowed to take these mandated examinations related to Texas certification/licensing requirements. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

2. Complete the state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

**Requirements for Advancement in Teacher Education**

To take the next course(s) in the professional teacher education sequence, the departmental policy requires that students maintain a GPA of 2.5 or better (the same as required for admission to Teacher Education). Students failing to maintain at least a 2.5 GPA will be dropped from professional education courses. In addition, Teacher candidates must score 70% or higher of the total points possible to PASS ELED 4320 to be eligible to move forward into Student Teaching.

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### TENTATIVE COURSE TIMELINE

**VII TENTATIVE COURSE TIMELINE** (see separate timeline for dates & associated points)

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Module Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| Module 1 | **TEACHING ELEMENTARY MATHEMATICS** | • Read Module 1: Teaching *Elementary Mathematics*  
• Read the Course Syllabus and Course Calendar & mark your calendar with the due dates.  
  o Take Before Class Begins Quiz  
• Take 3 Kinds of Knowledge Quiz  
• Read the “*Classroom Rules Reimagined as the Rights of the Learner*” article.  
• Watch 2 Austin videos.  
• Write a response to “Connecting to the Rights of The Learner Framework.” |
| Module 2 | **NUMBER SENSE: A BASIS FOR UNDERSTANDING** | • Read Module 2: Number Sense: A Basis for Understanding  
• Mathematics Personification  
• Zoom Meeting to discuss Rights of the Learner (Must attend and participate or watch recorded video and complete the associated make-up assignment) |
| Module 3 | DEVELOPING NUMBER SENSE | • Read Module 3: Developing Number Sense  
• Connecting Literature and Number Sense  
• Number Sense Proofs |
| --- | --- | --- |
| Module 4 | PROBLEM-SOLVING LEARNING MODEL & GROUP-WORTHY TASKS | • Read Module 4: Problem-Solving Learning Model & Group-Worthy Tasks  
• Read Chapter 2 (“An Overview of Share and Compare”) from Share & Compare: A Teacher’s Story About Helping Children Become Problem Solvers in Mathematics (embedded in the module)  
• Develop and Submit:  
  o Share and Compare/Group-Worthy Lesson Plan |
| Module 5 | PROBLEM-SOLVING | • Read Module 5: Problem Solving  
• How Numbers Work Quiz  
• Problem-Solving Quiz  
• Kamii Video Reflection *Discussion  
• Zoom Meeting to discuss teaching through problem-solving (Must attend and participate or complete the associated make-up assignment) |
| Module 6 | ASSESSING STUDENT LEARNING | • Read Module 6: Assessing Student Learning  
• Rex Video – Initial Thoughts Response  
• Supporting Children’s Thinking – Rex Reflection Response  
• Assessing Student Learning Quiz  
• Using Games to Teach/Assess Discussion  
• (BEGIN) Mathematics Analysis of Assessment & Re-Engagement |
| Module 7 | MAKING CONNECTIONS | • Read Module 7: Making Connections  
• Real-World Connections  
• (DUE) Mathematics Analysis of Assessment & Re-Engagement |
| Module 8 | PHILOSOPHY OF TEACHING MATHEMATICS | • Read Module 8: Philosophy of Teaching Mathematics  
• Final Exam |

*Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news. All times listed are Central Standard Time (CST). All Module Activities to be completed and submitted by due date at 11:30 PM unless otherwise noted.

**Discussion Board Forums:** All discussions (DB) have two parts: 1) each student’s initial response to the discussion prompt, and 2) a minimum of two (2) responses to two different course mates’ initial responses. Initial responses AND both responses to peers MUST use citations from course materials or related resources to support claims.

**Weeks:** ELED 4320.641 modules begin on Monday and end on Sunday. All assignments are due at 11:30 PM on Sundays unless otherwise noted.

### ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### VIII READINGS

**Required Reading** – All course readings will be embedded within the D2L module. There is no required text for this course.

**Supplemental Resources/Suggested Readings:**

1. Online Resources
   - National Council of Teachers of Mathematics [www.nctm.org](http://www.nctm.org)
   - American Mathematical Society — [www.ams.org](http://www.ams.org)
c. Association for Women in Mathematics — www.awm-math.org  
d. Internet4Classrooms — www.internet4classrooms.com  
e. The Mathematical Association of America — www.maa.org  
g. Pearson Prentice Hall — www.phschool.com  
i. Texas Council of Teachers of Mathematics — www.tctmonline.org  

ii) Journals  
   www.press.uchicago.edu/ucp/journals/journal/esj.html  
c. *Instructor*, Scholastic, Inc. — http://www.scholastic.com/teachers/instructor  
g. *Teaching Children Mathematics*, National Council of Teachers of Mathematics www.nctm.org  
i. *Young Children*, National Association for the Education of Young Children www.naeyc.org/  

i) Books  


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


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**END OF COURSE**

**IX COURSE EVALUATIONS**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 can view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

**OTHER RELEVANT COURSE INFORMATION**

**Repeating This Course Policy**

If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated
course. Work submitted from a prior semester will receive a score of “0” with no redo available. Work submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

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/humanservices/images/discrimination-complaints-sexual-harassment.pdf

UNIVERSITY POLICIES

STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

UNIVERSITY POLICIES

- CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)
  https://www.sfasu.edu/docs/policies/6.7.pdf
- ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)
  - Academic Accommodation for Students with Disabilities (Policy 6.1):
    https://www.sfasu.edu/docs/policies/6.1.pdf
  - Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities (Policy 6.6)
    https://www.sfasu.edu/docs/policies/6.6.pdf
- STUDENT ACADEMIC DISHONESTY (POLICY 4.1)
  https://www.sfasu.edu/docs/policies/4.1.pdf
- WITHHELD GRADES (POLICY 5.5)
  https://www.sfasu.edu/docs/policies/5.5.pdf
- FINAL COURSE GRADE APPEAL BY STUDENTS (POLICY 6.3)
  https://www.sfasu.edu/docs/policies/6.3.pdf
- STUDENT CODE OF CONDUCT: POLICY 10.4
  https://www.sfasu.edu/docs/policies/10.4.pdf

STUDENT SUPPORT
SFASU values students' mental health and its role in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
- SFASU Counseling Services, www.sfasu.edu/counselingservices, 3rd Floor Rusk Building, 936-468-2401
- SFASU Human Services Counseling Clinic, www.sfasu.edu/humanservices/139.asp, Human Services Room 202, 936-468-1041

Crisis Resources:
- Burke 24-hour Crisis Line: 1-800-392-8343
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741