



UNITED TRIBES TECHNICAL COLLEGE

MTH 277 Math for Elementary Teachers I Syllabus Fall 2017

Instructor and Class Information

Instructor Name	Lezlie McElwee
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Office Location	Main Education Building 123
Office Hours	Tuesday & Thursday 10:00AM - 2:00PM
Section Number	A
Start Date	8/22/2017
End Date	12/8/2017
Meeting Times	Mon-Wed-Fri, 11:00 AM - 11:50 AM
Location	Main Education Building B03

Course Information

Course Number	MTH 277
Course Title	Math for Elementary Teachers I

Course Description

Participants in this course will develop a deep understanding of mathematical concepts, procedures, and skills that are essential to being able to teach children mathematics in the elementary grades. Current trends in mathematics are emphasized, with particular attention to documents created by the National Council of Teachers of Mathematics.

Total Credits	3.00
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Textbooks

Beckmann, S., (2014). Mathematics for elementary teachers with activities. Pearson. (ISBN-978-0-321-82752-8).

Course Objectives

1. **Demonstrate mathematical thinking and reasoning skills.**
2. **Demonstrate problem-solving techniques and strategies.**
3. **Increase mathematical skills of systems used in the elementary school.**
4. **Participate in a mathematical web quest on the Internet.**
5. **Apply the use of technology through web-based activities.**

Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Summit Attendance Policy

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

UTTC Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation Criteria

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Tests/Quizzes

Submissions of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC)

North Dakota ESPB Teacher Standards Related to Course Objectives

50015.1 Development, Learning, and Motivation

50015.2 Curriculum

2i. Connections across the Curriculum

50015.3 Instruction

3c. Development of Critical Thinking, Problem Solving and Performance Skills

50015.4 Assessment

UTTC Policies

Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes.

It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	Assessment	Program Outcome	Assessment
50015.1 Development, Learning, and Motivation 2d. Mathematics	In class activities, homework, and final project (Math Activities Binder)	Content Knowledge and Skills: To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 4 and 7);	Math Lesson & Project

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Class Schedule

Date/Session	In Class Topic	Assignment/ Project
Week 1	Numbers and Base Ten System	Read Chapter 1.1 and 1.2 Activity 1A to 1F Practice Worksheets
Week 2	Numbers and Base Ten System	Read Chapters 1.3 and 1.4 Activities 1G to 1Q Math Activity
Week 3	Summit Conference Attendance	Reflection Paper on sessions attended at the Summit
Week 4	Fraction and Problem Solving	Read Chapter 2.1 to 2.5 Activities 2A to 2X Practice Worksheets Fraction Strips and Activity
Week 5	Addition and Subtraction	Read Chapters 3.1 to 3.5 Activities 3A to 3U Practice Worksheets Number Line Activity
Week 6	Multiplication	Read Chapter 4.1 to 4.3 Activities 4A to 4J Practice Worksheets Array Boxes and Multiplication Game
Week 7	Multiplication	Read Chapter 4.4 to 4.6 Activities 4K to 4U Practice Worksheets Multiplication Charts
Week 8	Review and Midterm Exam	Review Chapters 1 – 4
Week 9	Multiplication of Fractions, Decimals, and Negative Numbers	Read Chapter 5.1 to 5.4 Activities 5A to 5L

Date/Session	In Class Topic	Assignment/ Project
		Practice Worksheets Multiplication Activity
Week 10	Division	Read Chapter 6.1 to 6.3 Activities 6A to 6L Practice Worksheets
Week 11	Division	Read Chapter 6.4 to 6.6 Activities 6M to 6 R Practice Worksheets Story Problems
Week 12	Ratio and Proportional Relationships	Read Chapters 7.1 and 7.2 Practice Worksheets Graphing Activity
Week 13	Ratio and Proportional Relationships	Read Chapters 7.3 and 7.4 Practice Worksheets Skittles Activity
Week 14	Number Theory	Read Chapters 8.1 to 8.5 Practice Worksheets Math Activity 1
Week 15	Number Theory	Chapter 8.6 to 8.7 Practice Worksheets Math Activity 2
Week 16	Review and Final Exam	