

UTTC Teacher Education

Syllabus

MTH 377 Math for Elementary Teachers II

Course Information

Year / Term: Spring 2017

Class Location / Room: B03

Days / Time: Tuesday 4:00-7:00

Instructor Information

Instructor: Theresa Schuchard

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Required Textbooks:

Masingila, J., Lester, F., & Raymond, A. (2011) Mathematics for elementary teachers via problem solving (3rd ed.) Massachusetts: Copley.

Supplemental Materials: H.O.T. Binder, Expo (whiteboard) marker, compass, ruler with centimeters, protractor, and scissor **BRING to CLASS every week**

Course Description: This course will develop a deeper understanding of mathematical concepts, procedures, and skills that are essential to being able to teach children in the elementary grades. Current trends in mathematics are emphasized, with particular attention to documents created by the national Council of Teachers of Mathematics.

Prerequisite(s): MTH 277

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Understanding the components of Council of Teachers of Mathematics website.	Webquest
2. Reflect on current trends in mathematical education.	Quick Writes/Exit slips
3. Understand hands-on approaches to teaching mathematics in the areas of ratios, proportions, decimals, irrational numbers, algebraic equations, measurement and geometry through math talk, problem solving, and practice.	Discussion points, in-class assignments, 3 classroom related activities
4. Become familiar with math terminology through readings in textbook.	Chapter outlines from Student Resource Book
5. Practice and improve understanding of mathematical concepts (decimals, algebra, ratios, equations, measurement and geometry)	Homework assignments
6. Teach a concept appropriate for intermediate students on the topic of decimals, equations, measurement or geometry.	Final Project

STANDARDS & OUTCOMES

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

50015.2 Curriculum

2d. Mathematics

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.1 Development, Learning, and Motivation 2d. Mathematics	homework assignments, in-class discussion and practice, 3 activity shares, and reflection	

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 practica 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.

POLICIES

Course 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 later than 15 minutes after class begins, you will be considered absent for that class period.** Leaving class is subject to the same expectation. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, *you will automatically fail the course.*

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate’s responsibility to contact one of your 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 will be 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. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. **Late work will NOT be ACCEPTED.**

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. 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 candidates, instructor, and yourself it is **expected** that cell phones are turned off during class times. If the candidate is expecting an important phone call (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 the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Accommodation of Disabilities

It is UTTC's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for more information on services available. Disability Services is located in the upper level of the Jack Barden Center at ext. 1465.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

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, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: 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. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be 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.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Evaluation of Student Performance (Including Grading Policy)

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

Class Schedule

Week	Date	Topic	Readings /Assignment	Assignments Due
1	1/10	<u>Intro, 9.1, 9.2</u>	<u>9.1-9.5</u> <u>Math activity</u>	<u>Syllabus hunt</u> <u>Homework-expressions</u>
2	<u>1/17</u> <u>5:30 end</u>	<u>Algebra 9.3-9.5</u>		<u>Math Activity 1-review</u> <u>Homework-Equations</u>
	<u>1/24</u>	<u>Off campus</u>	<u>9.6-Summary</u>	
3	<u>1/31</u>	<u>Algebra 9.6-p.433</u>	<u>Chapter 10</u>	<u>Reflection due</u> <u>Homework-Functions</u>
4	<u>2/7</u>	<u>Geometry</u> <u>Chapter 10</u>	<u>Chapter 11</u>	<u>Homework-Angles and</u> <u>polygons</u>
6	<u>2/14</u>	<u>Measurement</u> <u>Chapter 11</u>	<u>12.1-12.5</u>	<u>Homework-measurement</u>
7	<u>2/21</u>	<u>Area of Triangles and</u> <u>parallelograms</u> <u>12.1-12.5</u>	<u>12.6-Summary</u>	<u>Algebra/Geometry Activity</u> <u>Homework-Area</u>
	<u>2/28</u>	<u>No Class</u>		
8	<u>3/7</u>	<u>12.6 Area of a Circle/Pi</u> <u>Midterm Exam</u>		<u>Homework-Area of circle/pi</u>
9	<u>3/14</u>	<u>SPRING BREAK</u>		
10	<u>3/21</u>	<u>Chapter 13</u> <u>Solids, Surface Area and</u> <u>Volume</u>	<u>Chapter 14</u>	<u>Homework—Volume and SA</u>
9	<u>3/28</u>	<u>Chapter 14 Symmetry</u> <u>and Congruency</u> <u>14.1-14.3</u>	<u>14.4-Summary</u>	<u>Measurement Activity</u> <u>Homework—Symmetry &</u> <u>congruency</u>
10	<u>4/4</u> <u>6:00 end</u>	<u>Geometry</u> <u>14.4-Summary</u>		<u>Homework-Geometry Review</u>
11	<u>4/11</u>	<u>Chapter 15</u> <u>Statistics</u>		<u>Homework-Central Tendency</u>
12	<u>4/18</u>	<u>Chapter 15</u> <u>Statistics</u>	<u>Chapter 16</u>	<u>Homework-Stats review</u>
14	<u>4/25</u>	<u>Chapter 16</u> <u>Probability</u>		<u>Homework-Probability</u>
15	<u>5/2</u>	<u>Final Exam</u>	<u>Final Exam</u>	<u>Statistic/Probability Activity</u>
16	<u>5/9</u>	<u>Off-Campus</u>		<u>Math Activity 2</u>

SYLLABUS SIGNATURE PAGE

Course Title: Math for Elementary Teachers II

Course Number: MTH 377

Credit Hours: 3

Instructor: Theresa Schuchard

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date