

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

EDMI 543 - Middle Level Mathematics Education

CRN 22626, Spring 2008

Thursday 17:30-20:15

Woodland Park Middle School, San Marcos

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College of Education Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by the COE Governance Community October, 1997)

Course Description and Objectives

EDMI 543 focuses on developing an understanding of theory, methodology, and assessment of mathematics in integrated and inclusive elementary and middle level classrooms. This course is aligned with the California's SB 2042 Standards.

In this course, we will reflect on what it means to teach mathematics and explore curriculum development, methods, techniques, materials, planning, organization, and assessment in various middle school curricula. Socio-political issues in mathematics education and methods of cross-culture language and academic development will also be integrated into the course. Learning to teach mathematics well is challenging and, therefore, this course will only begin your education in learning how to teach mathematics. This course is but one stage in the process of becoming a mathematics teacher.

We are expected to: (a) deepen our understanding of the mathematics taught at the middle school level, including such topics as fractions, proportions, statistics, probability, geometry, and algebra, (b) develop an understanding of the current issues and practices in mathematics education, (c) develop a familiarity with the NCTM and California learning standards, (d) develop an understanding of children's content specific thinking or the psychology of mathematical learning, (e) learn to teach content specific concepts using effective and appropriate strategies, including the educational use of technology, (f) practice how to teach for mathematical understanding, and (g) develop strategies to create a classroom environment that promotes the investigation and growth of mathematical ideas and to ensure the success of all students in multi-cultural settings.

Course Prerequisites

- Admission to the Middle Level Credential Program
- Commitment to help children understand and do mathematics

Required Materials

- Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th Ed.). Boston: Pearson Education, Inc.
- California Department of Education (2005). *Mathematics framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: Author. This document can be found at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.
- Several other readings are required and will be available for download.

Recommended Materials

- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven, CT: Yale University Press.
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Author. An overview of this document can be found at <http://standards.nctm.org/> (NCTM members have full access)
- STAR Test Blueprints for Standards Items: <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

Authorization to Teach English Language Learners

The CSUSM credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB2042 Program Standards, August 2002)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Primary Emphasis:

- TPE 1a-Subject Specific Pedagogical Skills for MS Teaching (Mathematics)
- TPE 2-Monitoring Student Learning During Instruction

CSUSM Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format.

Requirements

Participation and Disposition (10 points) – You are expected to actively participate in discussions, group work, presentations, and hands-on activities throughout the course. A positive professional disposition includes a willingness to consider and discuss new ideas objectively, curiosity, perseverance, and seriousness about improving one's self as a teacher. It can also include a sense of humor and social intelligence (e.g., the tact and ability to make others feel comfortable and to contribute).

Student Interviews (20 points) – You need to conduct two student interviews based on questions provided in class and/or your own invention. You need to choose two mathematical topics from the following five areas: (1) fractions, (2) rational numbers, (3) measurement & geometry, (4) data analysis & probability, and (6) algebra. For each student interview, you will pose mathematical problems to any one student at a predetermined grade level. The purpose is to get you to begin thinking about students' mathematical understanding, to learn how to effectively pose questions and interpret the meaning of students' responses, and to provide you with an opportunity to interact with students. For each interview, you need to submit a 2 to 3-page report. Please also include the student's written work (if available). You can work with a peer in the interviewing process, but each needs to write his/her own report. In addition, you need to share/present your interview findings in class.

Small Group Mathematics Learning Activity (10 points). The class will form groups of 4 to 5 members, and each group will be assigned one of the following areas in the middle school curriculum: (a) fractions, (b) decimals & percents, (c) ratios and proportions, (d) algebra part 1, and (e) algebra part 2. Each group member needs to design a 10-minute learning activity in the assigned area and to conduct the activity in a small group setting in the EDMI 543 class. In addition, you need to write a description of the learning activity and provide teaching tips on the class WebCT, where a collection of 20 learning activities will be available for your future teaching.

Unit Plan (20 points) – The purpose of this assignment is to help you learn how to design problem-based mathematical lessons, taking into account differentiation and SDAIE strategies for all types of learners. This assignment is in combination with your EDM I 512 and EDM I 555 courses. EDM I 512 focuses on effective teaching, EDM I 555 focuses on SDAIE strategies, and EDM I 543 emphasizes problem-based learning in mathematics. You may work in a group of 2-4 members to create the unit plan and calendar. Together you will design a 4 week interdisciplinary approach for an in-depth thematic study of multicultural lessons/activities. Each group member will then write out his/her own lesson plans as part of the unit for his/her content area. The "unit" is defined as a one-week (5 days) development of lessons/activities. For Monday, you will need to write a detailed SDAIE lesson plan. For Tuesday through Friday, you do not need to write a complete lesson plan for each of these days. Instead, you describe the classroom activities, differentiated instruction, and assessment strategies related to the main lesson. The goal of the unit is to teach both English and content.

* For Special Education students joining our class this spring, this assignment will only cover the objectives and requirements for this EDM I 543 and EDM I 555 (if you are also enrolled).

Online Learning Modules (20 points total) – You need to complete four online learning modules on the class WebCT: (1) Teaching for mathematics understanding, (2) The role of affect in mathematics teaching and learning, (3) Technology in mathematics classrooms, and (4) Socio-political issues in mathematics education. Detailed information is provided on WebCT.

Curriculum Review (10 points) – Working in a small group of 3-4 members, your team will review the mathematics curriculum currently being used in a local middle school (e.g., a unit in a textbook) at one grade level. You will investigate the curriculum alignment with the CA Content Standards and key concepts in this EDM I 543 class. You can also provide your general thoughts and concerns related to the curriculum (e.g., how the curriculum might need to be altered to make strong connections between mathematical concepts and procedures). You will need to share your reviews in class by means of a Powerpoint presentation. You do not need to write a paper for this project.

Teacher Performance Expectation (TPE) Competencies (10 points) – You need to demonstrate that you have met TPE 1a and TPE 2 by submitting your reflection statements and providing artifacts as evidence. They should be posted on Taskstream.

Detailed information about the assignments will be given in class. You need to submit the assignments (except TPE reflections and children's work) at the course WebCT (access from <https://webct6.csusm.edu>). You are responsible for ensuring that assignments are submitted correctly and on time. Late assignments will receive a reduction in points unless *prior arrangements* have been made with the instructor.

The grade on a late assignment will be deducted 1 point per day unless *prior arrangements* have been made with the instructor.

Grading Scale

Grades will be based on the following grading scale:

A = 93% - 100%	A- = 90% - 92%	B+ = 87% - 89%	B = 83% - 86%
B- = 80% - 82%	C+ = 77% - 79%	C = 73% - 76%	C- = 70% - 72%
D = 60% - 69%	F = below 60		

Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

If you miss two class sessions or are late (or leave early) more than four sessions, you will not receive a grade of "A". If you miss four class sessions, your highest possible grade is a "C+". Please discuss with me any extenuating circumstances that will cause you to miss class *prior* to your absence. Attendance will be taken at each class session.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Most assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?

- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Tentative Schedule

Please note that modifications may occur at the discretion of the instructor. Student's cooperation and flexibility in response to changes will be noted as part of the participation assessment.

Date	Session/Topics	Assignment to be completed BEFORE Class Session
1/24/08	1 Course introduction	
1/31/08 (online)	2 Conceptual vs. procedural understanding	Complete online module 1 on WebCT
2/7/08	3 (a) Problem solving (b) Literacy in mathematics learning	Van de Walle ch 4 Article 1: <i>Why study vocabulary in math class?</i> (Murray, 2004)
2/14/08 (online)	4 The role of affect in mathematics teaching and learning	Complete online module 2 on WebCT
2/21/08	5 Rational numbers: Fractions (math activities: group 1 presentation**)	Van de Walle ch 16, 17 Fractions interview due*
2/28/08	6 CLMS conference, Sacramento, CA	
3/6/08	7 Rational numbers: Decimals & percents (math activities: group 2 presentation**)	Van de Walle ch 18
3/13/08	8 Ratios and proportions (math activities: group 3 presentation**)	Van de Walle ch 19 Rational numbers interview due*
3/20/08 (CSUSM campus)	9 (a) Geometry (b) Technology in mathematic classrooms: Geometer's Sketchpad (GSP)	Van de Walle ch 21 Measurement/geometry interview due* Unit plan draft due
3/27/08 (online)	10 (a) Data analysis (b) Technology in mathematic classrooms: spreadsheets	Van de Walle ch 22 Data analysis interview Due* Complete online module 3 on WebCT
4/3/08	Spring break	No class
4/10/08 (online)	11 TPE	TPE due
4/17/08	12 (a) Math curriculum showcase and review (b) Unit plan workshop	Curriculum review due
4/24/08	13 Algebraic thinking (1) (math activities: group 4 presentation**)	Van de Walle 15 Algebra interview due*
5/1/08	14 Algebraic thinking (2) (math activities: group 5 presentation**)	Unit plan due
5/8/08 (online)	15 Socio-political issues in mathematics education	Complete online module 4 on WebCT

* You just need to choose two of these five topics for student interviews. The due dates vary. For example, if you choose to do an interview on fractions, then your paper is due on 2/21. If you want to do an interview on algebra, then your paper is due on 5/1.

** After the presentation of your *small group mathematics learning activity*, you should submit this assignment within a week. For example, if you present an activity on fractions on 2/21, the description and teaching tips are due on 2/28.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration