EDUC 5354.W01 is an Online Course:
EDUC 5354 uses Blackboard as its only teaching and learning environment. All EDUC 5354 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires EDUC 5354 students to have their normal NET ID to log into the course on Blackboard.

Since EDUC 5354 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course by using the Content Tab, Discussion Forum Tab, or Blog Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC BlackBoard messages.

I will respond to email, Monday through Friday within 48 hours, with the exception of weekends and/or holidays.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.
I. **Course Description**
This course emphasizes the teaching of mathematics in Grades 1-8 using manipulatives in a program-solving format. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences by tutoring a student in grades PreK-8th. Enrollment limited to graduate students seeking initial teacher certification. Prerequisites: 6 Hrs. Mathematics Content for the Elementary Teacher and EDUC 5352 Planning/Teaching/Learning Processes.

II. **Rationale**
This course extends topics introduced in the prerequisite courses (mathematics content courses and EDUC 5352) with special emphasis given to the methods of teaching mathematics in elementary and middle schools. Knowledge and experiences gained in this course should prepare students to effectively teach mathematics in the capstone course of their certification program--either Student Teaching or the Post-Baccalaureate Internship.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher poses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.
3. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.
4. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies
TExES Generalist EC-4 Domain II--Mathematics competencies are assigned to the mathematics content courses that are prerequisites for this course and will be applied in this course. As a methods course, EDUC 5354 emphasizes Pedagogy & Professional Development competencies 1-10. Most of these have been introduced in the prerequisite course EDUC 5352. This course will extend and apply those competencies to the teaching of mathematics.

V. **Course Objectives/Learning Outcomes**
*This course is designed to enable students to:*
1. Reflect upon their own background in mathematics education and analyze their commitment and outlook toward being a mathematics education professional.

2. Examine research gathered from various educational journals concerning topics being taught at their chosen grade level for the purposes of a) evaluating the research and b) incorporating the better ideas from the research into their planning/teaching.

3. Become proficient in the use of various manipulatives in the teaching of mathematics by watching videos.

4. Evaluate a Pre K, elementary or middle school student and conduct mathematics instruction for a minimum of 3 hours.

VI. Course Topics

The major topics to be considered are:
- Fostering Mathematical Reasoning and Problem Solving
- Planning and Assessment
- Early Number and Numeration
- Whole Number Operations
- Algebraic Thinking
- Rational Numbers: Fractions
- Geometry

VII. Instructional Methods and Activities

A. Classroom Experiences (discussion threads, collaboration, peer review, group work, individual work, online deliveries and reflection).

B. Clinical Experiences: A substantial portion of the class instructional plan will be observing and using physical models such as manipulatives to teach the content topics, and understanding how learning occurs through their use including simulations; guided discovery.

C. Field Experiences: Evaluate a PreK, elementary or middle school student and conduct mathematics instruction for a minimum of 3 hours.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Module Videos: 35%. You will complete video assignments for each module using Pearson’s MyLab/Mastering (Tools). You will receive points for completion.

2. Blog: 30%. You will evaluate a PreK, elementary or middle school student and conduct mathematics instruction. You will describe process on the blog and respond to all peers’ postings.

3. Discussion Board: 20%. You will read articles from math education journals, reflect on them with an initial posting, respond to two peers’ postings.

4. Quizzes: 10%. You will take a Syllabus quiz after reading the syllabus, and Module quizzes after reading chapters in the textbook.
5. Journal – 5% Math Autobiography and Final class reflection

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100%</td>
<td>A</td>
</tr>
<tr>
<td>83-91%</td>
<td>B</td>
</tr>
<tr>
<td>74-82%</td>
<td>C</td>
</tr>
<tr>
<td>65-73%</td>
<td>D</td>
</tr>
<tr>
<td>below 64%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades are reported after the due date of the assignments or quizzes.

Policy for an Incomplete Grade:

The TAMU—CC policy for awarding a grade of Incomplete is as follows:

Incomplete - An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.

The key words are “a student who is passing” and “for reasons beyond the student’s control other than lack of time.”

You must request a grade of “Incomplete” in writing before the last day of class (not during finals week) and the request must include acceptable written evidence that the reason for the request is that you have experienced circumstances beyond your control that have prevented you from completing the learning activities in the course, and you must be passing the course at the time of the request. Awarding a grade of Incomplete is at the instructor’s discretion. If the student believes that the instructor has been arbitrary or capricious in the grading policy, she or he may use the grade appeals process described in the syllabus and on the Student Affairs homepage.

Response to Peers

You are required to post a written response of your “Initial Response to Assigned Readings” for each assigned article.

This activity also requires you to read your classmate’s Initial Responses to the assigned reading and post responses to at least two (2) of your classmates.

All Responses to Peers, should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:
• Agree with your classmate and explain why you agree.
• Disagree with your classmate and explain why you disagree.
• Provide a different perspective about the topic.
• Provide a different frame of reference for the topic.
• Provide a different example.
• Apply your classmates’ ideas to a different but related topic.
• Tell a story about how your classmate’s response to the reading relates to your life.
• Explain how your classmate’s response to the reading will affect your teaching in the future.
• Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. Be sure to check the Course Schedule Overview for due dates.

**Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:**

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:

If student A posts an initial response to the Article reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, [20+10+10]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Article reading assignment, and posts only one (1) response to one (1) peer, student B will receive a
maximum of thirty (30, [20+10+0]) points under the Article tab in the Blackboard grade book.

If student C posts an initial response to the Article reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, [20+0+0]) points under the Article tab in the Blackboard grade book.

IX. Course Schedule and Policies

A. A tentative course schedule:

Course Schedule Overview
EDUC 5354 Methods of Teaching Mathematics
Summer I: 5/15 – 7/03
You may work ahead, but not backwards.

Module 1: Thursday, May 15 – Wednesday, May 21
Module 2: Thursday, May 22 – Wednesday, May 28
Module 3: Thursday, May 29 – Wednesday, June 4
Module 4: Thursday, June 5 – Wednesday, June 11
Module 5: Thursday, June 12 – Wednesday, June 18
Module 6: Thursday, June 19 – Wednesday, June 25
Module 7: Thursday, June 26 – Thursday, July 3

Please see the Course Schedule Overview in BlackBoard for all due dates.

B. Class Policies

• Written Work in EDUC 5354
  All written work in EDUC 5354 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

  I strongly suggest that you create all of your discussions as a separate document in Word and use the “copy and paste” feature in Word to post your initial responses to the readings and your responses to peers’.
Online Course Guidelines
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Blogs to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students
- Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
- Delivery of instructor feedback – During the week (exclude weekends), Instructor response to online requests usually occurs within a 24 hour period, but you can expect a response within 2 days.
- Student login expectations - Students are required to login often –< once every three days at a minimum. It is recommended that students check daily for updates.
- Specific login instructions
  - Blackboard Login https://bb9.tamucc.edu
  - Faculty availability to support students - I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment or via phone.

Time Requirements:

Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 24 hours each week for 7 weeks on this class. Because this is an online course, you may have to spend even more time than 24 hours some weeks.

Grading Feedback
I will attempt to return feedback on your assignments two days after the due date. If I determine that grading will take longer than a week, you will see an announcement from me in the course. Discussion posts will have grades posted a week after the module ends.
Late Work:

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions. Late work will be penalized according to the following schedule:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>3-6</td>
<td>40%</td>
</tr>
</tbody>
</table>

APA Format:

Follow the sixth edition of the Publication manual of the American Psychological Association (APA) and related electronic resources for all citations and references, including electronic media such as CD-ROM, email, the Web, and electronic journals.

Related Issues:

Online courses require time management and planning on your part. You cannot afford to get behind since many topics and assignments are based on the skills and products of previous assignments; there is no meaningful way to "cram." Contact me if you are having any problems with assignments. There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be the responsibility of the student. It is also the student's responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While the instructor will help wherever possible, it is the students' responsibility to maintain his or her network.

Syllabus Disclaimer:

This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

Blackboard Learning Systems:

Blackboard Learning System Help:
URL: http://iol.tamu.edu
URL: Island Online Student Resources Webpage: https://distance-education.tamu.edu/student_resources.html

“Help”u At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2825

Special Instructions for Online Learning:

Getting Technical Help
If you are having difficulties accessing course materials from your home computer, first let your
instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu

**Technology Requirements**
To prepare your computer for using Blackboard 9.1, go to [https://iol.tamucc.edu/techreq.php](https://iol.tamucc.edu/techreq.php) for computer requirements.


To view flash (.flv) files from sites such as You Tube, download the Flash player at [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/).

**Navigating Blackboard 9.1**
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a **Course Menu** on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: **Bb Help**, which contains a complete guide to learning how to use the many tools and features in Blackboard, and **Bb Video Tutorials**, which links to a page with videos to show you how to do tasks such as submitting an assignment.

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan ([http://rattler.tamucc.edu/distlearn/](http://rattler.tamucc.edu/distlearn/)). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

**X. Textbook(s)**
*Note: Failure to obtain a textbook in a timely manner is not an excuse for late work. The textbook(s) adopted for this course is:*
Elementary and Middle School Mathematics: Teaching Developmentally, Student Value Edition Plus NEW MyEducationLab with Plus eText, 8/E John M. Van de Walle Karen Karp Jennifer M. Bay-Williams, University of Louisville

**XI. Bibliography**
The knowledge bases that support course content and procedures include:


National Council of Teachers of Mathematics (2014) *Principles to Actions: Ensuring Mathematical Success for All.* Reston, VA.

**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116.
and 119. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, and/or Journal tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

Academic Integrity/Plagiarism*
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

Dropping a Class*
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 1 is the last day to drop a class with an automatic grade of “W” this term.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.