

EMAT 3400 – Children’s Mathematical Learning

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Office Hours:

Mon & Wed 2pm-5pm

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Class Meeting: Mon & Wed, 10:10am – 12:05pm

***** *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.* *****

REQUIRED Course Materials

Textbook: Reyes, R. E., Lindquist M. M., Lambdin, D. V. & Smith, N. L., (2007). *Helping Children Learn Mathematics, 8th Ed.* Boston: Allyn and Bacon.

1 one-subject spiral notebook (this will serve as your reflection journal)

Course Objectives

This course is the first of two courses you will have on Elementary Mathematics. This course will consist of a field experience at Barrow Elementary School one day per week for eight weeks and class at UGA the remainder of the time. At Barrow Elementary School you will work with one child on mathematics concepts and skills. During the spring, we will concentrate on topics of addition, subtraction, multiplication, and division of whole numbers. We will also discuss fractions, decimals, ratio, proportion and percent as time allows.

This course will also:

- ◆ Help you become aware of children’s mathematical thinking, how it differs from adult thinking, and how it might impact your teaching.
- ◆ Expose you to the content, methods, and materials appropriate for K-5 mathematics instruction. Become familiar with the *Principles and Standards for School Mathematics* (PSSM) and the ideas espoused by the National Council of Teachers of Mathematics (NCTM)
- ◆ Cause you to examine your beliefs about the goals and content of K-5 mathematics instruction.
- ◆ Examine and develop ways to teach diverse student populations, with attention to factors such as race, gender, socioeconomic status, language and ethnicity.

Attendance

Attendance and participation are essential in this class, both for you to learn and so that others may benefit from your input. Attendance is expected because most of class time will be spent on group discussions and activities. You are responsible for all announcements made in class even if you are not there. It is important that you arrive in a prompt manner (especially when we are at Barrow Elementary School). Absences and tardiness will be reflected in the professionalism portion of your grade.

Assignments

Assignments include several out-of-class assignments, a portfolio assignment of the Barrow Buddy experience, and a final exam. The out-of-class assignments should be completed outside of class and turned in on the due date. **Late assignments will not be accepted.** You are expected to demonstrate correct use of the English language with regard to grammar, punctuation, and spelling. I do grade on technical writing skills as well as content. Please proofread your work before turning it in to me. If you have a weakness in the area of grammar, punctuation, or spelling, find someone who will proofread your work for you and/or use the capabilities of your word processor before you turn it in to me.

Reflection Journal

Each student will need a **one subject spiral notebook** that will serve as your Reflection Journal. There will be a specific idea or question to which the student will respond. Your journal may also be used to write any comments or ideas you may have about what we discuss in class.

Barrow Activity Reports

You will submit a typed weekly activity report related to your work with your Barrow student. Your activity report should consist of a description of the general objective(s) of the lesson, any activities that you used, any problems or successes that child had, and a brief description of what you plan to do in the next session. These activities should be described in enough detail that the reader can figure out what you did. Put most of your emphasis on analyzing the child's understanding of the concepts you were addressing.

We will make comments on your activity reports to provide you with suggestions for future sessions. In order for these comments to be useful to you in planning your next teaching session, we need to be able to read them and give you feedback before your next teaching session. Therefore, the reports must be **emailed by midnight on the following Thursday** in order to receive credit.

You will also prepare a final overall activity report related to your experiences in the Barrow sessions. Again, specific directions for preparing this report will be provided.

Grades

Course grades will be based on the percentage of total points earned. If you earn 100% of the total possible points (420 points), you will receive an A+. If you earn 93-99% of the total possible points (390-416 points), you will receive an A. See the chart below for complete details on grades.

100 A+
93-99 A
90-92 A-

88-89 B+
83-87 B
80-82 B-

78-79 C+
73-77 C
70-72 C-

68-69 D+
63-67 D
60-62 D-

59 or below F

Grades will be based on the following:

Out-of-class assignments	100 points
Reflection Journal	100 points
Portfolio Assignment	100 points
Written final exam	100 points
Professionalism	20 points
Total	420 points

Your grade for Professionalism will be based on arriving on time and prepared for class and Barrow Buddy sessions, class participation (which includes both your contributions and your reactions to the contributions of others), your response to constructive feedback in the classroom and at Barrow, and exhibiting a professional demeanor (dress, language, attitude) towards others (instructors, assistants, classroom teachers, peers, and children). Written work will be assessed on the quality of your writing as well as your interpretation and understanding of the course content.

Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at:
<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Tentative Course Schedule

Jan. 8 – Jan. 10	Introduction/What is mathematics?/NCTM & GPS/Mathematics Learning/Teacher's Role
Jan. 15 – Jan. 17	No class on Monday (MLK Day) Learning Math w/ Understanding /Planning & Teaching
Jan. 22 – Jan. 24	Doing Mathematics / Problem Solving
Jan. 29 – Jan. 31	Problem Solving
Feb. 5 – Feb. 7	Counting & Number Sense/Place Value
Feb. 12 – Feb. 14	Number Sense/Place Value
Feb. 19 – Feb. 21	Whole Number Operations
Feb. 26 – Feb. 28	Whole Number Operations
Mar. 5 – Mar. 7	Whole Number Operations
Mar. 12 – Mar. 14	SPRING BREAK – No Class
Mar. 19 – Mar. 21	Whole Number Operations
Mar. 26 – Mar. 28	Whole Number Operations
Apr. 2 – Apr. 4	Fractions
Apr. 9 – Apr. 11	Fractions & Decimals
Apr. 16 – Apr. 18	Reflecting on the Barrow Experience
Apr. 23 – Apr. 25	Semester Review
Apr. 30	Last Day of Class / Final Discussion
May 4	Final Exam Aderhold 102 8:00am – 11:00am