

**Course Framework**  
**EMAT 3410—Mathematics Teaching & Curriculum Pre K-5**  
**Fall 2009**  
**Monday & Wednesday, 10:45am-12:00pm**  
**Room 112 Aderhold Hall**

Please Note: This document serves as an overall framework for the course. It will be a guide for our activities during the term - but it is a living document and may change during the course of the semester as we negotiate the learning process.

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## **COURSE OVERVIEW**

Mathematics teaching and curriculum in preK through 5th grade. Content and materials appropriate for preK through 5th grade mathematics curriculum is integrated with an analysis of mathematics teaching, including the use of technology. Includes a field component (from the UGA Bulletin).

## **COURSE OBJECTIVES:**

This course is designed to:

1. Help you become aware of children's mathematical thinking, how it differs from adult thinking, and how it might impact your teaching.
2. Expose you to the content, methods, and materials appropriate for preK-5 mathematics instruction. Become familiar with the ideas espoused by the NCTM (e.g., PSSMs and Focal Points) and the Georgia Performance Standards (GPS).
3. Help you become aware of students' and teachers' responsibilities in the mathematics classroom and how this affects planning for and teaching mathematics.
4. Cause you to examine your beliefs about the goals and content of preK mathematics instruction.
5. Provide you with alternative methods of assessment and ways of planning instruction based on assessment.
6. Examine and develop ways to teach diverse student populations, with attention to factors such as race, gender, socioeconomic status, language and ethnicity.

## ELECTRONIC COMMUNICATION

**Email.** All students are required to have and use email for communication in the class. SPECIAL NOTE: Email is BY FAR the best way to get in touch with me. I will make every effort to respond to your messages within 24 hours. If you do not hear from me within 24 hours, please email me again; your message may have just gotten buried in my inbox. To help me with quick identification, please put **EMAT3410** in the subject line!

**e-Learning Commons (<http://elc.uga.edu/>).** We will use eLC in a variety of ways throughout the course. Use your UGA MyID to access our eLC space.

- First, eLC will be used as a way to share resources. Course resources (including this document) can be found in our eLC space.
- Second, eLC will be used to submit some assignments for the course (Assignment Drop Box).
- Finally, we will use eLC to facilitate the sharing of *Ideas and Questions (IQs)* about the course readings. On the first day of class, we will create posting groups of four members; this will rotate each week to enable everyone to interact with many people in the course. You will share your IQs from the reading with your posting group each week before class. A posting of 2-3 big ideas and 1-2 questions each week is the expectation. Your IQs will set the foundation for our discussions in-class, so it is important that you not only share your ideas and questions, but that you read those of your posting group members. Everyone needs to post your IQs between class that the following Tuesday at NOON. This deadline should enable everyone to share their ideas and questions, as well as allow time for everyone to review the postings of their posting group members before class. I will review all of the postings and compile a list of overarching ideas and questions from everyone based on themes and trends from the postings. We will use this list to guide our discussions each week, although your group may pursue other ideas and questions as well. SPECIAL NOTE: Your IQs are yours; they do not have to be "polished." In fact, I would expect them to be "ideas and questions in process."

## REQUIRED COURSE MATERIALS

You are responsible for going to the Georgia Department of Education website (<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/MathStandardsK-5.aspx>) and printing a complete copy of the Georgia Performance Standards for Grades Kindergarten through 5 and the Executive Summary. A copy of the Georgia Performance Standards organized by topic will be available at our eLC space.

## COURSE REQUIREMENTS/PROJECTS

Detailed guidelines and a scoring rubric for each project are found at our eLC space.

1. **Attendance to all classes.** Attendance will be taken on a daily basis. It is important that you arrive on time (especially when we are at Elementary Schools). Absences and tardiness will affect your final grade in the following manner: **Two unexcused absences will result in your final grade dropping by one letter grade. Two tardies count as one absence.**
2. **Active class participation.**
3. Demonstrate understanding of principles of mathematics instruction and use of manipulative materials through **final examination.**
4. **Conduct a mathematics teaching resources survey.** During your visits to the schools, you are required to survey your elementary classroom and school to determine the extent materials, computers, and opportunities exist **for you** to teach mathematics in that environment. Surveys are due **September 16, 2009.**
5. **Reflection/analysis of the importance of culturally diverse mathematics classrooms.** The purpose of this assignment is for you to research the available literature for an article that specifically addresses the teaching and/or learning of mathematics to students that are culturally different than yourself. Your report should answer the following questions: Why did you select this article? What culture(s) were discussed in the article? In what ways is the culture discussed in the article different than your culture? What strategies were used to teach and/or understand how students learn? What is the value of using this strategy in a mathematics class? Your report should be 3-5 double-spaced pages in length, and submitted through eLC no later than **September 30, 2009.** A copy of the article must be attached to your report.
6. **Focused Observation on "Motivating students for learning":** Observe at least 2 weeks of mathematics lessons to examine the classroom culture and how students are motivated to learn mathematics. Papers are due **October 14, 2009.**
7. **Children's Literature Lesson:** Working with either the whole class or a small group, you will teach at least one mathematics lesson using children's literature.. Papers are due **October 28, 2009.**
8. **Menu of Activities:** During your days in the field, you should avail yourself of every opportunity to become involved in the teaching and learning of mathematics. You will report of two of your activities. Papers are due **November 11, 2009.**
9. **Design a mathematics center.** Working in groups, you and your partners will select a mathematics topic and design a mathematics center. The center will

include at least five (5) different activities that children can work on to explore your given mathematical topic. During our course and based on your experiences in the schools, you will select activities for your center. On **December 2, 2009** you and your partner(s) will share your center with the class. Each group will have 20 minutes to present their center.

10. Read all assigned readings and upload your Ideas and Questions (IQs) the corresponding Tuesday before noon and be prepared to discuss them.

### **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>

### **COURSE ASSESSMENT AND GRADING**

You start the class with an "A." Keeping the "A" is relatively simple: (1) come to class on time and prepared to engage in discussion and activities, (2) follow the directions for assignments and ask for clarification as needed, and (3) support and participate in your group activities in and out of class. Keep in mind that the content **and** quality of your written work is important in the assessment process. So let those creative juices flow! All work will be submitted electronically via **eLC** in the "Assignment Drop Box." You will receive feedback and grades for all submitted work, normally within two weeks of submission. Grades will be posted under the Communication icon of "My Grades" on **eLC**.

### **GRADING**

Grades are computed based on the following UGA Grading scale:

A+ = 95 – 100 points	C+ = 77 – 79 points
A = 90 – 94 points	C = 74 – 76 points
B+ = 87 – 89 points	C- = 70 – 73 points
B = 84 – 86 points	D = 65 – 69 points
B- = 80 – 83 points	F = 0 – 64 points

Each assignment is worth a specific number of points, as depicted below.

Diversity Project	10 pts.
Mathematics Teaching Survey	10 pts.
Focused Observation	15 pts.
Children's Literature lesson	15 pts.
Menu of Activities	10 pts.
Mathematics Center & Presentation	10 pts.
IQs	10 pts.
Final Examination	20 pts.
<b>TOTAL:</b>	<b>100 pts.</b>

- ❖ Grading is based on individual student “mastery” of the content rather than “on the curve.” Consequently, it is possible for all students to get an A in the course.
- ❖ **Assignments must be submitted on time.** Failure to do so **without prior notification and permission** will result in lost points for that assignment. If there are extenuating circumstances for which you require more time to complete an assignment, please arrange an appointment with me to discuss this on an individual basis.

### **ASSISTANCE AND SPECIAL NEEDS/ACCOMMODATIONS**

- If you are having trouble with the course, please let me know as soon as possible. Depending on your challenge or question, you will receive assistance via email, telephone or face-to-face meeting.
- It is the policy of The University of Georgia to make reasonable accommodations for qualified individuals. If you have special learning needs or need special accommodations, please let me know as soon as possible.
- You can get assistance with writing and editing from the Division of Academic Enhancement at Milledge Hall Learning Center (phone: 706-542-7575). You can also get "walk in" assistance in the Student Learning Center (and a great cup of coffee or tea at Jittery Joe's!). You can find more information on the Web: [http://www.sl.c.uga.edu/students/writing\\_center.html](http://www.sl.c.uga.edu/students/writing_center.html) Remember to allow **EXTRA TIME** for writing/editing assistance. Deadlines will not be extended to accommodate editing.