TE910A Teaching Mathematics in the Elementary School  
Course Syllabus

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Spring 2015  
Monday’s 4:10 – 6:50  
Office Hours: Thursday’s 1:30 to 3:00 PM; other times/days available by appointment.

Required Course Materials

Common Core State Standards. Available online at: www.cde.ca.gov/re/cc/  
New York: Routledge.  
TaskStream Account available at: www.taskstream.com

Introduction

A basic premise in this course is that by coming together to explore a specific subject with the intent of both  
developing a deeper understanding of that subject and putting that understanding into practice, students and  
teacher are developing an academic community focused on learning. As members of this community, rather  
than attempting to memorize information, we will be required to internalize information by using it actively  
during class meetings and assignments. Through the completion of independent work prior to meeting as a  
class and the use of our own professional and personal experiences, we will develop as a group expertise in  
the subject by actively developing our thinking and analyzing the subject from a more holistic perspective.  
Your active participation and insights, then, are essential to the success of this course, so please take this  
learning experience seriously by always coming prepared to contribute to the class discussions.

The subject of this course is the teaching of mathematics, and the primary objective of this course is to  
understand how to teach mathematics effectively and efficiently. As a future teacher, this is your chance to  
critically analyze if and how the various models and theories of teaching math relate to the real world, to  
your life, to your profession, and to begin developing expertise in this area of education. Your future students  
eagerly await your positive influence to enhance their future. Welcome! 😊

Course Objectives

1. Use student thinking and reasoning to guide the teaching of mathematics.  
2. Recognize and apply the latest theories, models, and standards on teaching and learning mathematics.  
3. Know how to explore mathematical ideas effectively with students of diverse backgrounds.  
4. Develop a deeper understanding of the content of mathematics.  
5. Create and adapt mathematics instructional materials to enhance student learning.  
6. Incorporate technology in the preparation and completion of class assignments.  
7. Apply the use of Academic Language and English Language Development Objectives in lesson plans.
Course Requirements

1. Study the required readings.
2. Reflect and write about our class discussions and activities.
3. Create standards-based lesson plans aimed at students with diverse learning backgrounds.
4. Use technology as a venue to teach and learn mathematics.
5. Complete class assignments and the final examination successfully.
6. Participate in class discussions and activities.

Class Projects

Throughout the semester you will be completing the following projects with the following point distribution. Details of each project will be provided in class and/or TaskStream.

<table>
<thead>
<tr>
<th>Project</th>
<th>Points</th>
<th>Project</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Interview</td>
<td>70</td>
<td>Blog Reflections</td>
<td>100</td>
</tr>
<tr>
<td>&amp; Work Analysis</td>
<td>(30/40)</td>
<td>(10 pts/entry)</td>
<td></td>
</tr>
<tr>
<td>Math Lesson Plan</td>
<td>120</td>
<td>Class Activities</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>(60/60)</td>
<td>(5 pts/class)</td>
<td></td>
</tr>
<tr>
<td>EdTPA – CAT</td>
<td>35</td>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>500</td>
<td>Total Points Possible</td>
<td>500 points</td>
</tr>
</tbody>
</table>

Evaluation

Your final grade will depend on how well you complete the course requirements and how well you have met the course objectives. Clarity of thought and expression, both in writing and in speaking, are very important for your success. Using higher order thinking skills is the key to your earning a high grade in this course.

In order for all of us to maximize the opportunities we will have to understand better the process of teaching mathematics, we will always need to present ourselves, and our ideas, in a professional manner. Specifically,

- The work (content, presentation, timeliness) we prepare must be of the highest quality. Keep in mind that I may ask you to redo assignments to meet this requirement.
- Attendance is not optional and arriving on time, prepared to work together, is essential for the success of our academic community.
- Your grade will be reduced by 20 points each time that you are absent.
- Your grade will be reduced by 10 points each time that you are late or leave early.
- Plagiarism will result in automatic referral of the student to Student Affairs for action.
- All assignments will be turned in via TaskStream, I do not accept late work, so please make sure to upload your work before the posted due day and time.
Grading Standards

Understanding the Process of Teaching Mathematics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Outstanding Achievement</td>
<td>100%-90%</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Demonstrable Achievement</td>
<td>89%-80%</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Partial Achievement</td>
<td>79%-70%</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>Minimal Achievement</td>
<td>69%-60%</td>
</tr>
<tr>
<td>F</td>
<td>Lacking Achievement</td>
<td>59%-00%</td>
</tr>
</tbody>
</table>

Course Catalog Description

Instructional methods for development of children’s conceptual understanding, computational, and problem-solving skills in mathematics, including use and development of materials and programs.

SDSU Disability Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Norma Aguilar at 760.768.5637 or Student Affairs at 760.768.5502. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.