



**ELEM 6440: MAT Elementary Math Methods**  
*Spring 2023*

---

**Instructor:** Dr. Sam Rhodes  
**E-Mail:** [srhodes@georgiasouthern.edu](mailto:srhodes@georgiasouthern.edu)  
**Phone:** (912) 478-5236  
**Office:** College of Education, 4126

**Office Hours:** Given the online nature of the course in which everyone has diverse schedules and availability, I will work to meet with you all around your schedules. Thus, to schedule an appointment, please send me an e-mail and I will promptly work with you to set up a meeting via Zoom.

*The best way to reach me outside of office hours is by E-mail. I will typically respond to email within 24 hours although my response time on weekends or when I am out of town may be a bit longer.*

---

**Course Description:** Provides an overview of the mathematics content and methods used to teach elementary school students. Focuses on a variety of topics, including number and operations, algebraic reasoning, geometry and measurement and data. Emphasis is placed on how such concepts can be effectively taught and assessed in the elementary classroom.

**Course Objectives:** Upon completion of this course, students will be able to:

1. Solve mathematics problems in a variety of ways that enables the teacher candidate to develop effective instructional practices that are developmentally appropriate and meet the needs of diverse learners.
2. Demonstrate how mathematical knowledge can be used to design appropriate mathematical tasks by developing an understanding of students' mathematical thinking,

reasoning and using such knowledge to design activities focused on facilitating conceptual understanding and procedural fluency.

3. Identify and develop instructional plans based on evidence of student thinking/understanding found in formative assessments such as observations, interviews, and student work samples.
4. Use appropriate teaching strategies, methods, and manipulative materials, including media and technology, that are best suited to teach mathematical concepts based on the needs of diverse learners, developmental appropriateness, and the progression of mathematics learning for a given concept for P-5 students.
5. Analyze current issues affecting mathematics education and use state and national guidelines (NCTM Principles to Actions, Georgia's Mathematics Standards of Excellence) to develop a comprehensive knowledge of elementary school curricula
6. Understand that prior to building procedural fluency, teachers must make mathematics learning meaningful for and relevant to P-5 students as they develop reasoning and sense-making skills
7. Think critically about the equitable and inequitable practices facing teachers and children in education.

**Conceptual framework:** The Georgia Southern University Mission statement, one of the institution's hallmarks, is to build a culture of engagement that links theory with practice. The course objectives and candidate performance outcomes associated with this course address this critical element. In addition, the course objectives specifically address the four commitments that form the core of the College's conceptual framework:

1. *Commitment to the Knowledge and Dispositions of the Profession:* Candidates' knowledge and dispositions of the profession are addressed in each of the assignments in this course. Candidates demonstrate knowledge of mathematics content and pedagogy throughout the semester as they plan for instruction that reflects the focus, coherence, and rigor of Georgia's Mathematics: Standards of Excellence and the Georgia Early Learning & Development Standards (GELDS) for Mathematics. These are assessed using course assignments and the lesson plan rubric in the corresponding field experience in Internship I.
2. *Commitment to Diversity:* Diversity is central to instructional planning with emphasis on how the instruction should be modified to provide for individual differences in order to maximize both engagement and access to the mathematics content. Candidates explore individual student needs when assessing data to determine student strengths and areas for growth, as well as planning for instruction as they proactively develop strategies to meet the needs of diverse learners.
3. *Commitment to Technology:* Technology is emphasized as candidates explore various media materials appropriate for learning in the P-5 mathematics classroom. Each candidate is expected to incorporate appropriate technology in his/her lessons.

4. *Commitment to the Practice of Continuous Reflection and Assessment:* Reflection is a vital component to the course. Candidates utilize reflection in the planning, implementation, and assessment of mathematics learning experiences. By consideration of mathematics classroom practices from multiple perspectives, and by self-assessment in terms of planning, teaching performance and professional growth, candidates engage in overall goal setting and reflection on that growth both within this course and the corresponding field experience.
- 

### **Text(s)/Materials:**

**There are no required textbooks** for this course. Instead, some readings and materials have been curated within our MAT program library guide. You can access readings through the library guide as well as the course schedule. The library guide may be accessed here:

<https://georgiasouthern.libguides.com/c.php?g=1118713&p=815847>

### **Optional Textbooks**

Optional books that may be helpful include:

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.  
ISBN: 9780873539043

~~~

Carpenter, T.P., Fennema, E., Franke, M.L., Levi, L., & Empson, S. (2014). *Children's mathematics: Cognitively guided instruction*. Portsmouth, NH: Heinemann.  
ISBN: 9780325052878

~~~

Van de Walle, J.A., Karp, K.S., Lovin, L.H., & Bay-Williams, J.M. (2018). *Teaching student-centered mathematics: Developmentally appropriate instruction for Grades 3-5* (3<sup>rd</sup> ed.). Pearson.

~~~

Huinker, D., & Bill, V. (2017). *Taking action: Implementing effective mathematics teaching practices (K – Grade 5)*. Reston, VA: NCTM.  
ISBN: 9780873539692

---

## Online Learning Commitment Expectations

In order to ensure that you are successful in this course, please carefully manage and regulate the time you spend on the course. Online learning requires you to take more responsibility in the learning process. Consequently, you must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. **You should log into the course at least twice a week to check for messages and other important information. Moreover, you should plan on spending at least 5-9 hours per week on course related activities.** Please do not wait until the last minute to do work that requires you to submit by a due date.

You are held responsible for all information presented and/or discussed each week and it is your responsibility to ask questions if any material is unclear.

We want you to take appropriate precautions for your health. If you become ill during the semester, please contact me immediately. We will work through what you will need to do, to either continue the online schedule or make up work that might have been missed during the illness. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing [covidsupport@georgiasouthern.edu](mailto:covidsupport@georgiasouthern.edu). The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.

---

## Face Coverings

*Although this is an online course, I thought I would include the following information in the event you come to campus to complete assignments or engage in the modules.*

Georgia Southern, along with other University System of Georgia (USG) institutions, requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible; this includes classroom spaces. Use of face coverings will be in addition to, rather than a substitute for, social distancing. **Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the Student Code of Conduct.** However, reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons."

---

### Alignment with State & National Standards

State Recommendations: *TAPS Performance Standards for Teachers*

| Planning                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Professional Knowledge:</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>                                                      |
| 2. <b>Instructional Planning:</b> <i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i>                                                 |
| Instructional Delivery                                                                                                                                                                                                                                                   |
| 3. <b>Instructional Strategies:</b> <i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i> |
| 4. <b>Differentiated Instruction:</b> <i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>                                                           |
| Assessment Of And For Learning                                                                                                                                                                                                                                           |
| 5. <b>Assessment Strategies:</b> <i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>                                |

6. [Assessment Uses](#): *The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.*

#### Learning Environment

7. [Positive Learning Environment](#): *The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.*

8. [Academically Challenging Environment](#): *The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.*

#### Professionalism and Communication

9. [Professionalism](#): *The teacher exhibits a commitment to professional ethics and the school's mission and participates in professional growth opportunities to support student learning, and contributes to the profession.*

10. [Communication](#): *The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

---

**Alignment with Standards for Preparing Teachers of Mathematics (National Recommendations):** [Link to the Standards](#)

**TABLE 2.1. STANDARDS AND RELATED INDICATORS FOR WELL-PREPARED BEGINNING TEACHERS OF MATHEMATICS**

| STANDARD                                                                                                                                                                                                                                                                                                                                                                                                            | RELATED INDICATORS                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C.1. Mathematics Concepts, Practices, and Curriculum</b>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                              |
| Well-prepared beginning teachers of mathematics possess robust knowledge of mathematical and statistical concepts that underlie what they encounter in teaching. They engage in appropriate mathematical and statistical practices and support their students in doing the same. They can read, analyze, and discuss curriculum, assessment, and standards documents as well as students' mathematical productions. | C.1.1. Know Relevant Mathematical Content<br>C.1.2. Demonstrate Mathematical Practices and Processes<br>C.1.3. Exhibit Productive Mathematical Dispositions<br>C.1.4. Analyze the Mathematical Content of Curriculum<br>C.1.5. Analyze Mathematical Thinking<br>C.1.6. Use Mathematical Tools and Technology |
| <b>C.2. Pedagogical Knowledge and Practices for Teaching Mathematics</b>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                              |
| Well-prepared beginning teachers of mathematics have foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning.                                                                                                                            | C.2.1. Promote Equitable Teaching<br>C.2.2. Plan for Effective Instruction<br>C.2.3. Implement Effective Instruction<br>C.2.4. Analyze Teaching Practice<br>C.2.5. Enhance Teaching Through Collaboration With Colleagues, Families, and Community Members                                                   |
| <b>C.3. Students as Learners of Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |
| Well-prepared beginning teachers of mathematics have foundational understandings of students' mathematical knowledge, skills, and dispositions. They also know how these understandings can contribute to effective teaching and are committed to expanding and deepening their knowledge of students as learners of mathematics.                                                                                   | C.3.1. Anticipate and Attend to Students' Thinking About Mathematics Content<br>C.3.2. Understand and Recognize Students' Engagement in Mathematical Practices<br>C.3.3. Anticipate and Attend to Students' Mathematical Dispositions                                                                        |
| <b>C.4. Social Contexts of Mathematics Teaching and Learning</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |
| Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.                                                                                                                                                       | C.4.1. Provide Access and Advancement<br>C.4.2. Cultivate Positive Mathematical Identities<br>C.4.3. Draw on Students' Mathematical Strengths<br>C.4.4. Understand Power and Privilege in the History of Mathematics Education<br>C.4.5. Enact Ethical Practice for Advocacy                                 |

## Assignment Guidelines

All written assignments must be turned in according to the due date posted unless *previously* arranged with the professor. Technological difficulties do NOT constitute a legitimate excuse for late work nor does not having enough time to complete the assignment.

- **Submission of Assignments:** All assignments must be computer generated in Word using 12- point standard font, 1-inch margins, and black ink, unless specifically directed otherwise. Please do not submit work as a series of separate image files, whenever possible. When submitting assignments, be sure that you follow all directions.
- **Revising & Proofreading:** Professional presentation of your work is expected. Assignments must be submitted according to the directions noted in Folio including formatting and conventions, so please follow all directions carefully, ask questions if you are unsure about expectations, and proofread your assignments before submitting them. Work submitted with conventions errors (e.g., spelling, grammar, punctuation) will impact your grade.
- **Plagiarism: All work done in this course must be the student's own.** All sources used to complete any assignment MUST be properly credited, including those that you may use as a basis for an idea you develop or activities that you modify or adapt. American Psychological Association (APA) 7<sup>th</sup> edition citation format must be followed for references/materials. See the [OWL at Purdue](#) for examples about how to do so. Any deviation from this expectation will be dealt with according to procedures in the [GSU Student Conduct Code](#).
- **Late Work:** All work should be submitted by the assigned due date. Late work will be accepted without penalty only if I have granted an extension due to **extenuating circumstances prior** to the due date. If an extension was not granted, the assignment will not be accepted. **If an extension was granted, all work must be completed within 1 week of the assigned due date.**

---

## Grading System

**\*\* I am going to use a unique grading system for this class that is comprised of three categories of assignments detailed below. So, it is important to read this section carefully and understand the grading system.** If you have questions regarding your grade or where you



stand at any point in the semester, first, re-read this portion of the syllabus carefully, then, come see me with further questions.

**Rationale for this system:** First, think about all the learning that happens in life without grades. For instance, I might watch a youtube video to help me with fixing a motorcycle or my washing machine. I do not have to be graded to motivate me or require me to learn. In fact, there's quite a bit of research that suggests grading can get in the way of learning in a lot of ways. Grades often shift the focus for students away from learning and lead them to think more about getting the grade they want instead of how they can get better by focusing on learning. What is more important for you in this class: a grade on your project or growing your ability to teach mathematics and positively impact hundreds of children in their learning of mathematics now and in the future? Additionally, grades often make students fearful of failure and of taking risks or making mistakes they might learn from. In this course, as with a lot of things, failing or missing the mark is an essential part of learning to be better teachers. Similarly, you might have to write or implement an unsuccessful lesson plan before you revise to make a better learning experience for your students. I still vividly recall the progression of a lesson on functions. It took nearly 7 years to perfect the lesson! During that time, the lesson went from something that I would now consider to be a perfect example of a terrible lesson (for myriad reasons), to a lesson that has been published by NCTM. Thus, my goal is to support you in this step of the journey and to help push you as far as I can, not simply to judge you on one attempt. I want you to focus on taking risks, trying new things, being receptive to feedback, and becoming the teacher you dream of being. Thus, my hope is that this system will allow you to do those things.

---

### **Assignment Categories and Descriptions:**

This courses utilizes a weighted grading system with three main categories:

#### **Assignments**

|                                                                         |     |                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Dispositions<br><br><i>(Assessed mid-term &amp; final)</i> | 25% | Professionalism Rubric (15%) <ul style="list-style-type: none"><li>• Professional Individual Engagement in the Course</li><li>• Professional Collaborative Engagement in Learning Pod discussions</li></ul><br>2 Reflective/Reflexive Journals (5% each) |
|-------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                  |     |                                                                                                                                                                                                       |
|--------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Portfolio<br>(Formative Assignments)    | 50% | Weekly Instructional Content <ul style="list-style-type: none"> <li>• 7 Module Mini-Assignments (5% each)</li> <li>• 5 Perusal Readings (2% each)</li> <li>• Learning Pod Assignments (5%)</li> </ul> |
| Knowledge for Teaching<br>(Summative Assessment) | 25% | Instructional Design Project (25%)                                                                                                                                                                    |

**Professional Dispositions (25% of your final grade)** – The professional dispositions section is broken into two categories: The professionalism rubric (15% of the overall grade) and your journals (10% of your overall grades).

Rationale: Teaching is a professional occupation. As such, you will be held to a high code of conduct. As a developing professional, it is important that you take responsibility for your own learning. Future employers will care more about your dispositions than other categories. This is your opportunity to develop in these areas and prove your strong dispositions. You are expected to be an active participant and engage in the online course by completing the reading, learning through the assigned instructional content, and completing all assignments. The rubric described below will be used to describe the expectations of engagement as an individual and as a peer. At the middle of the semester, I will return a copy of the rubric as feedback as to your progress. You are more than welcome to meet with me at any time during the semester to check in and have a conversation with me about your dispositions in the course. A numerical grade will be assigned to ratings earned on the dispositions document at the end of the semester. Thus, you can also use this rubric as a reflective tool for yourself throughout the semester if you want to estimate where you stand.

**Learning Portfolio (Formative Assessments) (50% of your final grade)** – Learning is a complex endeavor that is not bound by time. It is expected, therefore, that you will make mistakes along the way. In order to create a safe space for these mistakes, formative assignments are those in which you are allowed one opportunity to revise and resubmit completed work.

**Note: The option to revise and resubmit is bound by the following stipulations:**

- i. The assignment must have been turned in on time or turned in late with a prior approved extension.
- ii. The assignment must show satisfactory effort. For the purposes of this course, effort is operationalized as a) having attended all class meetings associated with the material covered by the assignment and/or watching the entirety of the recordings prior to completion of the assignment; b) having completed all associated readings, watching all

videos, etc. prior to the completion of the assignment; and c) displaying a genuine effort at completing the assignment to the best of ones ability.

**Knowledge for Teaching Portfolio (Summative Assessment): (25% of your final grade) –**

Although learning is rarely linear, as noted above, it is nevertheless expected that you demonstrate mastery of course material and goals over the semester. Consequently, 25% of your grade will be reserved for summative assessments. **You will not be allowed to revise and resubmit any summative assessments.**

---

**Further Clarification of Assignments**

The following are **brief** descriptions for each course requirement. Specific directions, rubrics (if applicable), and due dates will be available in Folio as the semester progresses. Also included are the related state and national standards to provide further purpose for each aspect of the three portfolios.

Professional Dispositions 25% (15% for professionalism and 10% for your journals)

| Component of Portfolio                                                    | National Standards (AMTE)                                                                      | State Standards (GA Teachers)                                   |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Professional Individual Engagement in the Course                          | C.1.3. Exhibit Productive Mathematical Dispositions                                            | Standard 1-Professional Knowledge<br>Standard 9-Professionalism |
| Professional Collaborative Engagement in Learning Pods & Peer Discussions | C.2.5. Enhance Teaching Through Collaboration With Colleagues, Families, and Community Members | Standard 10- Communication                                      |
| Peer Discussions                                                          | Potentially all                                                                                | Potentially all                                                 |
| Reflection/ Reflexive Journal                                             | Potentially all standards                                                                      | Potentially all standards                                       |

**MAT Program: Professionalism Statement:** *Candidates in the Elementary Education MAT program are expected to demonstrate professional dispositions needed for teaching including: (1) Professional Conduct, (2) Reflective and Responsive to Feedback, (3) Responsibility, Engagement, and Cooperation, and (4) Ethical and Equitable Behavior. In addition to the program expectations elaborated below, instructor expectations for each class will be detailed in the course syllabus. Candidates and faculty will abide by the contractual language of the syllabus, including consideration of extenuating circumstances on a case by case basis. Professional communication is expected from every candidate and includes (but is not limited to), proactive and respectful communication across formats. Formats include: class discussion boards, emails, phone calls, online chats, video conferencing, and via social media.*

**1. Professional Individual Engagement in the Course:** Participation involves your active engagement in class/learning pod discussions and activities in a *professional, respectful, and positive* manner, even online. Please monitor your participation, contributing but not dominating the discussion. Remember we learn from others, and you may be helpful by encouraging the participation of fellow students. You are expected to:

- Participate *actively* each week;
  - Active participation means fully completing all assigned learning activities and readings so that you are ready to be a contributing member of learning pod discussions/activities and so that it is clear that you are pushing yourself to become a better teacher.
- Act professionally and respectfully to others;
- Complete online modules in a timely manner/submitting assignments in a timely manner
- Engage with your peers on a critical but respectful level including engaging beyond surface level contributions and demonstrate your understanding of the reading and instructional content within discussions).

Please note that I consider you adult learners and therefore you are responsible for your actions and behaviors as a contributing member of this learning community. You will be evaluated on your overall dispositions in the course, which includes your level of responsibility, punctuality, the respect that you show your professor and your peers, how you engage in classroom activities, participate in classroom discussion, collaborate on mathematics problem solving activities and preparation for class including readings and other tasks as assigned. See rubric below for more details.

---

**2. Professional Collaborative Engagement in Learning Pods:** At the start of the course, you will be placed into groups of approximately 3-4. These groups will function not only as a

support network, but also as a collaborative learning group. My hope is that you push each other's thinking and understandings of course materials. If at any time, you are having difficulty with your group or connectivity concerns, please contact me immediately and we will find you a learning pod that will work for you. Throughout the semester you will be given learning pod assignments that are to be completed collaboratively with your groups (e.g., via Zoom). These learning pod assignments will be included in the module course schedule and labeled as such. You should plan on having at least one meeting with your group each module. It is the expectation that each member of the learning pod will be a contributing member to each task in its entirety. **Please note that all learning pod assignments should be completed synchronously unless otherwise noted. Do NOT just divide up the work.** "Dividing up the work" for the task limits your learning experience. It is your responsibility as a member of the learning pod to do your best to find a time that works for all members. If there is a scheduling issue, please contact Dr. Rhodes ASAP.

The following Disposition Rubric will be used this semester **and will be 15% of your overall grade:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Unacceptable<br/>(1)</b> | <b>Developing<br/>(2)</b>          | <b>Proficient<br/>(3)</b>     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------|-------------------------------|
| <b>Professional Conduct</b><br>a) communicates in a respectful and professional manner with instructors, colleagues and other MAT personnel b) Uses all technology, including social networking platforms, appropriately and responsibly, c) seeks to establish and maintain fair, impartial and appropriate professional relationships with instructors, colleagues and other MAT personnel, d) Demonstrates respect for an interest in profession of teaching | Little to no evidence       | Some (but not consistent) evidence | Solid and consistent evidence |
| <b>Reflective &amp; Receptive to Feedback</b><br>a) Engages in behaviors that demonstrate the motivation to improve b) reflects on personal attitudes, professional beliefs, professional practice, and actual or future student outcomes.<br>c) listens to and using constructive criticism from instructors, colleagues, and other MAT personnel to grow professionally d) responds to and is receptive to constructive feedback.                             | Little to no evidence       | Some (but not consistent) evidence | Solid and consistent evidence |
| <b>Responsibility &amp; Cooperation</b><br>a) Communicates and interacts with the professor and peers in a respectful and courteous way, b) Contributes to group assignments with effort and in a timely manner                                                                                                                                                                                                                                                 | Little to no evidence       | Some (but not consistent) evidence | Solid and consistent evidence |
| <b>Engagement &amp; Responsibility</b><br>a) Submits work of high quality and effort is shown in all assignments, b) Submits assignments on time, c) Reads and engages with all course content including readings and other tasks, d)                                                                                                                                                                                                                           | Little to no evidence       | Some (but not consistent) evidence | Solid and consistent evidence |

|                                                                                                                                                                                                                                                                              |                       |                                    |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------|-------------------------------|
| Engages and participates in class activities and discussions as a positive contributor to the learning of the class                                                                                                                                                          |                       |                                    |                               |
| <b>Ethical and Equitable Behavior</b><br>a) Demonstrates appreciation of multiple perspectives, b) treats instructors, colleagues and other MAT personnel equitably and with respect, c) maintains high standards of personal character and conduct towards all stakeholders | Little to no evidence | Some (but not consistent) evidence | Solid and consistent evidence |

### Reflection/Reflexive Journal (10% of your overall grade):

*Rationale*-Teaching is a learning profession. What I mean by this is that the best teachers are the ones who continually reflect on their practices and instruction and then use these reflections to improve their lessons, their interactions with students, their explanations, etc. Thus, this semester you will have space to process your learning. The intent of the reflection/reflexive journal is for you to both actively reflect on and engage with course readings/activities and have a space to make sense of ideas and consider their implications in terms of your future classroom. It is important that you keep up with your journal. Throughout the semester we will continue to add to it.

*Assessment of Journal*-Your math journal will be assessed based on completion, effort, the depth of your reflections—the degree to which you are reflexive, and on your ability to showcase your learning from class. In other words, your journal should contain significant reflexive and reflective content that goes beyond simple summaries of course activities. Below is a set of criterion to use as a tool when writing the entries:

- Completion: 400+ words
- Depthness & Effort a) Thinks critically about teaching/learning (beyond surface level statements) and b) Connects with personal experiences or vision for teaching

*Content of Journal*- **There will be 2 total journals.** Journal entries should be both reflective and reflexive on topics including: reading, instructional content for the module, projects/assignments, your general thoughts, feelings, AND beliefs about yourself and subject given your learning for the module, etc. Please also note key implications you have learned for teaching mathematics and questions you have. Keep in mind that while journal entries will have an academic nature and that you must fully engage in the learning of the module, you are also allowed to reflect for yourself (in addition to your entry). In the past, many students have also used the journal to reflect on their stresses for the week, frustrations, etc. It helps me as a teacher better understand what you are going through simultaneously and I will do my best to respond to all of you. Teaching is about successfully navigating myriad cognitive and affective factors, so please feel free to go beyond simple academic reflections.

---

## Formative Assignments - 50%

1. **Module Mini-Assignments (5% each)**- There will be 5 mini-assignments. Each mini-assignment will be related to the content of the module and/or previous module, to further incorporating mathematics content, and/or to your continued growth as a teacher. In the field of teaching, there are many ways to continually grow your expertise—including teaching mathematics. Even when you become a teacher, the learning does not stop! My hope is that you will learn how to use resources such as these to best meet the needs of your students and foster your own interests. Some projects will be completed individually while others will be completed with your learning pod. More information about each project will be posted on Folio.
2. **Perusall Readings (10%)**: While it is expected that you complete all assigned course readings, videos, etc., key readings will be put into Perusall where it is expected that you annotate the readings along with your learning pods. You will have 5 readings to annotate over the course of the semester with each reading being worth a maximum of 2 point. Points are assigned by Perusall based on the number and quality of annotations, but please feel free to reach out to me if you feel that there is an error in the system.
3. **Learning Pod Tasks (5%)**: In addition to collaborative mini-projects and lesson planning, you will be expected to engage with your learning pod in conversations about various topics and in completing less robust activities. Therefore, 5% of your grade is allocated to these conversations and activities.

---

## **2. Final Exam— Instructional Design Project (25%)**

For this experience you will collaborate with your learning pod to design a lesson using the lesson plan template for a given standard. The full lesson plan is broken up into parts over the course of the semester. While you may receive feedback on the individual parts, the full lesson plan is summative in nature. Within this, you will be expected to choose a topic, research the topic, and create a full plan that includes a number sense routine, lesson, reflection, and

formative assessments. It is strongly recommended that you also teach the lesson and revise it based on your personal experiences, if possible. More details will be posted on Folio. NOTE: The lesson plan MUST be either a LED or a small-group rotation format, and must be student-centered. **Large group/teacher-centered instruction is NOT allowed.**

---

### Grading Policy

A: 93-100  
B: 84-92.99  
C: 76-83.99  
D: 70-75.99  
F: 69.99 or below

**\*\*Grades will not be rounded. If you need to discuss grading concerns, please make an appointment to have a zoom meeting.**

All written assignments must be turned in according to the due date posted. Late work will not be accepted. **Please note that late assignments will not be accepted without prior notice**, and you must have a legitimate reason for requesting an extension (and you will not receive full credit). Technological difficulties do NOT constitute a legitimate excuse for late work nor does not having enough time to complete the assignment. Late work submissions must be communicated ahead of time with Dr. Rhodes and an agreement must be made ahead of time. Unless otherwise specified, **all assignments are due by 11:59pm** on the specified due date.

---

### University Supports

It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- Visit the [Counseling Center website](#) for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call the Counseling Center at (912)478-5541 (Statesboro) or (912-344-2529 (Armstrong/Liberty) if interested in scheduling an appointment



with a mental health professional. After-hours crisis support is also available through the Counseling Center phone numbers.

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorders, brain injuries, chronic medical conditions, communication disorders, hearing impairment, learning disabilities, mobility impairment, psychological disorders and visual impairment. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

**Academic Honesty:** Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade. See [Student Conduct Code](#).

**Health and Safety:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the [Dean of Students](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Technical Support:** General technical support information is located in the *Technology Requirements* link in the *Course Orientation - Start Here* area of this course.

**Confidentiality:** Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of Folio. Accordingly, when accessing Folio course materials, please respect the privacy and personal information of faculty, staff, and other students in academic work such as class lists, discussion board postings, drafts of papers, and other work produced in this course.

### **Disclaimers**

1. The professor reserves the right to make individual exemptions, exceptions, or modifications of any of these policies based on the unique circumstances or extenuating events faced by students. Such modifications are on a case-by-case basis.
2. This syllabus is tentative, and the professor reserves the right to change any part of this syllabus at any time during the semester based on the needs of the class. Students will be adequately notified whenever changes occur.