OTTAWA ONLINE
EDU-30030 Elementary Math Methods

Course Description

Approaches and methodologies used in teaching mathematics in the elementary school. Emphasizes knowledge of mathematical concepts and their use in developing understanding of computational skills and logic of mathematics. This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites

None

Course Objectives

Upon successful completion of this course, students will be able to:

- analyze and explain mathematical concepts
- analyze and explain mathematical processes
- demonstrate skills in the appropriate use of instructional media and educational technology
- design lesson plans that demonstrate an understanding of mathematical concepts and skills as well as learning theories (including, but not limited to, multiple intelligences, brain research, learning styles, developmental appropriateness and differentiated instruction)
- explore and interpret the NCTM and Common Core Curriculum Standards

Outcomes for the Education Major

1c: Apply standards required by the profession of choice in the academic discipline(s) in which the candidate will be certified/licensed.
2a: Evaluate instructional strategies and materials to insure learning experiences which make the discipline accessible and meaningful to learners.

Required Texts


Education Standards

ACEI Standards

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
Arizona Standards

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards.

Kansas Professional Standards

Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Education Mission Statements

Teacher Education Mission:
The Ottawa University Teacher Education Program's mission is to be a learning community in which committed teachers are reflective inquirers with knowledge and skills to use best practices in order to provide every student a quality education.

School of Education:
The Ottawa University School of Education is committed to education innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a diverse, pluralistic world.

Course Assignment Descriptions and Schedule At-A-Glance
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be
through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Weekly Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

Discussion contributions

Initial Substantive Posts: Submit an initial response to each of the prompts provided during each two-week module. Each initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time on Sunday of the first week in the two-week module. In your substantive posts you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

Required Replies: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded. Your replies must be posted by midnight, Central Time on Sunday of the second week in the two-week module (except during Week 8, when they are due on Saturday).

Posting Guidelines: Overall, postings must be submitted on at least two separate days during the two-week module. It is strongly recommended you visit the discussion forum throughout each week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details, however, please note that the policies are specifically described for most of our courses which do not use this two-week module format. Some of the information in the Policies section will not apply to this course. Please see the information provided in this syllabus and Weekly Materials for accurate details for this course. The rubric in Weekly Materials still applies, however.)

<table>
<thead>
<tr>
<th>Week 1</th>
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| **Readings** | • Review the weekly lesson, videos and readings provided in the course.  
• Chapters 1-4 |
| **Discussion** | • Initial post to each prompt due by midnight, CT on Wednesday  
• At least two replies to peers for each prompt due by midnight, CT on Sunday |
| **Assignment(s)** | **Assignment: Journals**  
Each week you will be asked to complete journal entries. This week, complete TWO journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools> Journals> EDU 30030 Journal> Create journal entry.  
For each prompt, create a new journal entry.  
**Journal Entry 1: Video Response** |
In the following videos, John Van De Walle presents the value of teaching mathematics through problem solving. Watch the videos and then use the information presented in the videos and your readings from the text to respond to the questions listed below within your Journal.


In your journal, answer the following questions:

- What are the reasons to utilize problem-solving tasks to enhance mathematical proficiency?
- How are problem-based tasks more effective in presenting students with conceptual understanding?
- How does teaching mathematics in a problem-based way focus promote thinking and communication?
- What are the three components of teaching in a problem-based way?

**Journal Entry 2: CHOOSE ONE:**

Choose one of the following options to complete

- For Chapters 1-4, respond to ONE (for each chapter) of the Pause and Reflect statements/questions located throughout the chapters.
- For Chapters 1-4, choose ONE (for each chapter) Writing to Learn questions from the Reflections section at the end of each of the chapters. Each response should be at least one paragraph (4-5 sentences in length).

Points Possible: 20
Due: Sunday, midnight CT

**Assignment: Three Phase Lesson Plan**

For this assignment, visit the Common Core Standards website or download the math standards here: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf and choose a standard at the grade level you wish to teach or in which you are completing your practicum. Choose a standard (one or more) to gear your lesson to. Using the Three Phase Lesson Format (discussed in chapters 3 and 4 of your text), compose a lesson overview. In a word document, plan out the Before, During, and After Phases of instruction for your chosen topic. Explain, in detail (2-3 paragraphs for each section) what you would do in each phase. This outline will be a springboard for your assignment in Week 2, when you will complete a full lesson plan on your chosen standard.

Due: Sunday, midnight CT
Points Possible: 25

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**Week 2**

**Readings**
- Review the weekly lesson, videos and readings provided in the course.
- Chapters 5-7

**Discussion**
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

**Assignment(s)**

**Assignment: Journals**

This week, complete TWO journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools> Journals> EDU 30030 Journal> Create journal entry. For each prompt, create a new journal entry.

**Journal Entry 1: CHOOSE ONE**

- For Chapters 5-7, respond to the Pause and Reflect statements/questions located throughout the chapters (one for each chapter).
- For Chapters 5-7, choose one Writing to Learn question (for each chapter)
from the Reflections section at the end of each of the chapter. Each response should be at least one paragraph (4-5 sentences in length).

Journal Entry 2: Article Reflection
What are your "take aways" from the article? What do you think about the suggested ideas of connecting prior knowledge and using think aloud strategies? Are these strategies isolated to special groups of students or good practice to use with all?
Due: Sunday at Midnight, CT
Points Possible: 20

Assignment: Lesson Planning
Using the ideas that you worked on in week 1, continue the lesson by fine tuning the details into a formal lesson plan. Using the Ottawa University Template (download it from the sidebar), complete the following FIVE sections based on the Three Phase Lesson outline you prepared last week. While it is appropriate to glean ideas from lesson plan sharing websites, do not copy and paste from an existing lesson extensively and if resources are used, cite your sources. The majority of the lesson should be original and customized to your ideas for implementation of the curriculum.

STANDARD, BENCHMARK, INDICATOR(S):
Cited by grade level
List the common core standards

WHAT IS (ARE) THE LEARNING OBJECTIVE(S) FOR THIS LESSON?
Stated in terms of student behavior: TSWBA (The student will be able)
- Measurable, observable, and stated as lower and higher order "actions"
- Aligned with standard, delivery, and assessment
- Limited to two to three per lesson
- Displayed for students' viewing

HOW WILL YOU ASSESS STUDENT LEARNING?
- Formative and/or Summative Assessment
- How will you record and report data that shows mastery of learning?
Formal Assessment Examples:
- pre-test, post-test, quiz, written assignment, presentation, checklist, or a product such as a drawing, a graph, chart or table: any assessment for which you keep a consistent record of results for all students
Informal Assessment Examples:
- observation, conversation, interview, discussion, journal writing: any assessment for which you may keep anecdotal notes or informal records of selected students over time

WHAT MATERIALS, EQUIPMENT, AND RESOURCES ARE NECESSARY TO TEACH THIS LESSON?
- Attach printed materials directly to lesson: worksheets, directions for activities or games, copies of transparencies, etc.
- List everything you need in the classroom to teach this lesson.
- List questions to check for understanding:
- Give an example of...?
- What might happen if...?
- What approach/strategy could you use to...?
- What might you infer from...? Why?
- Where did you get the ideas, information and materials for this lesson? (textbook, teacher's manual, websites, professional journals, etc.)

WHAT ADAPTATIONS AND MODIFICATIONS WILL BE CONSIDERED?
- Identify a need; specify an instructional modification or a culturally responsive pedagogical practice.
Additionally, explain how you will incorporate technology into this lesson.
Points Possible: 50
Due: Sunday, midnight CT

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<thead>
<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td>● Review the weekly lesson, videos and readings provided in the course.</td>
</tr>
<tr>
<td>● Chapters 8-11</td>
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<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>● Initial post to each prompt due by midnight, CT on Wednesday</td>
</tr>
<tr>
<td>● At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
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<tr>
<td><strong>Assignment: Journals</strong></td>
</tr>
<tr>
<td>This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools&gt; Journals&gt; EDU 30030 Journal&gt; Create journal entry. For each prompt, create a new journal entry. Choose ONE of the following options:</td>
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<tr>
<td>● For Chapters 8-11, choose one Pause and Reflect (from each chapter) to respond to. Each response should be at least one paragraph (4-5 sentences in length).</td>
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<tr>
<td>● For Chapters 8-11, choose one Writing to Learn question (from each chapter) in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).</td>
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<tr>
<td>● For Chapters 8-11, choose one Activity from each chapter, i.e., Activity 8.17, 9.11, 10.2, and 11.22 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you gained from it in your Journal or scan the sheet that shows your work.</td>
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<tr>
<td>Points Possible: 20</td>
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<tr>
<td>Due: Sunday, midnight CT</td>
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<tr>
<td><strong>Assignment: Article Review</strong></td>
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<td>Choose one article from this week's lesson (download from the sidebar). In 1-2 pages, summarize and reflect upon the article content. Explain how the article relates to what you are learning about mathematics or how you can use the information in your future classroom. Provide your opinion and support your opinion with examples from the article and any other scholarly sources. Your submission should be at least one page in length. Compose your essay in APA format, with a title page, introduction, conclusion and 1-2 references (including the chosen article) to support your opinions.</td>
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<td>Points Possible: 25</td>
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<td>Due: Sunday, midnight CT</td>
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<th>Week 4</th>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● Review the weekly lesson, videos and readings provided in the course.</td>
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<tr>
<td>● Chapter 12 &amp; 13</td>
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<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>● Initial post to each prompt due by midnight, CT on Wednesday</td>
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<tr>
<td>● At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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<tr>
<td><strong>Assignment(s)</strong></td>
</tr>
<tr>
<td><strong>Assignment: Journals</strong></td>
</tr>
<tr>
<td>This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools&gt; Journals&gt; EDU 30030 Journal&gt; Create journal entry. For each prompt, create a new journal entry. Choose ONE of the following:</td>
</tr>
</tbody>
</table>
| ● For Chapters 12-13, choose one Pause and Reflect from each chapter to
respond to. Each response should be at least one paragraph (4-5 sentences in length).
• For Chapters 12-13, choose one Writing to Learn question from each chapter in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).
• For Chapters 12-13, choose one Activity from each chapter, i.e., Activity 12.17 and 13.11 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you gained from it in your Journal or scan the sheet that shows your work.

Assignment: Lesson Planning for Addition, Subtraction, Multiplication and Division
Consider what you might write for a lesson on addition, subtraction, multiplication, and division or a combination of the two. If you choose to combine two concepts (such an inverse operations) modify the template to suit your needs. Fill in the sections listed in the template (located in the course materials), focusing on how you'll present the content and what guiding questions you'll ask to prompt the students. Think carefully about what you'll say to the students specifically, what types of responses you expect, and what guiding questions you may need to ask to prompt further thought/learning. Fill in all sections of the template in complete sentences with robust detail. If you pull concepts from websites or outside sources, cite them within the template and provide links to any outside sources you use.
Points Possible: 50
Due: Sunday, midnight CT

Week 5
Readings
• Review the weekly lesson, videos and readings provided in the course.
• Chapter 14

Discussion
• Initial post to each prompt due by midnight, CT on Wednesday
• At least two replies to peers for each prompt due by midnight, CT on Sunday

Assignment(s)
Assignment: Journals
This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools> Journals> EDU 30030 Journal> Create journal entry.
For each prompt, create a new journal entry.
Choose ONE of the following:
• For Chapter 14, choose one Pause and Reflect to respond to. Each response should be at least one paragraph (4-5 sentences in length).
• For Chapter 14, choose one Writing to Learn question in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).
• For Chapter 14, choose one Activity, i.e., Activity 14.17 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you gained from it in your Journal or scan the sheet that shows your work.
Due: Sunday at Midnight, CT
Points Possible: 20

Week 6
Readings
• Review the weekly lesson, videos and readings provided in the course.
• Chapters 15-17

Discussion
• Initial post to each prompt due by midnight, CT on Wednesday
Assignment(s)

Assignment: Journals

This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools> Journals> EDU 30030 Journal> Create journal entry.

For each prompt, create a new journal entry. Choose ONE of the following options:

- For Chapters 15-17, choose one Pause and Reflect from each chapter to respond to. Each response should be at least one paragraph (4-5 sentences in length).
- For Chapters 15-17, choose one Writing to Learn question from each chapter in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).
- For Chapters 15-17, choose one Activity from each chapter, i.e., Activity 15.17, 16.11, and 17.22 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you gained from it in your Journal or scan the sheet that shows your work.

Using Children's Literature in Mathematics Instruction

At this point, you should begin to work on and gather materials for your signature assignment: Using Children's Literature in Mathematics Instruction. For this assignment, you will create a wiki or web page to house your materials and showcase your ideas. Use one of the following sites to complete your project in:

- Wikispaces.com
- Weebly.com

Your website or wiki should be designed with images, graphics, videos and multiple pages that showcases the following components:

- Locate and read at least 10 picture books that include math concepts in the content. List the book title, author, and copyright date in APA format. Write a brief synopsis of the book including how the content addresses the mathematical concept(s). List the Common Core Standard topic most compatible to the contents of the book. This can be done in table format for organizational purposes.

For Example:

<table>
<thead>
<tr>
<th>Book me/Author/Copyright</th>
<th>Synopsis</th>
<th>Common Core Standard(s) Addressed</th>
</tr>
</thead>
</table>

- Choose one book from the above list and find or create an activity to teach the concept. Write an abbreviated lesson plan including grade level, relevant Common Core Standard topic, necessary materials, and a description of the activity.
- Locate two websites that would provide resources for using children's literature in mathematical instruction. Link to the website address and write a summary of the contents for each. Include videos that would support the content and aide in instruction. Embed the videos in your site or provide the links.
- Find and include copies of two lesson plans for using children's literature to teach math concepts. One lesson should be for primary (grade K-2), and
one for intermediate (grade 3-6). Write a short statement (1-2 paragraphs) as to why you chose the lessons. Link out to the lesson plans and cite the source.

- Locate or create (based on research) an evaluation form or checklist that provides criteria for determining the value of a literature selection for teaching mathematical concepts. Make a copy and include it or recreate it, citing the source to where you found this information.
- Find and read one article from a credible source supporting the use of children's literature in mathematics instruction. Write approximately a one-page synopsis of the article, telling what you learned and how it will be helpful to you as a classroom teacher. Cite the article in APA format.
- Reflection: Upon completion of this assignment, answer these questions in essay format (5-6 paragraphs in length):
  - What have you learned about using literature in mathematics instruction from completing the assignment?
  - How has this changed or supported your thinking about elementary mathematics instruction?
  - How does this assignment connect with the knowledge you have from other teacher education courses?
  - As a professional educator, how do you plan to incorporate this information into your mathematics instruction?

Please review the rubric in the week 6 materials. To submit this assignment, you will need to copy and paste the link to your website into the dropbox (Make sure your site is published open for all to see). Additionally, you will need to export your wiki or website into a zip file for submission to the dropbox.

- In Weebly, click on Settings> Archive> Download your site as a zip. Save this zip file to your computer and attach it to the dropbox along with the link to your live site.
- In Wikispaces, click on Manage Wiki> Exports/Backups> Export Wiki (export as an HTML zip file). Save this zip file to your computer and attach it to the dropbox along with the link to your live site.

Points Possible: 150
Due:: Sunday, midnight CT

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**Week 7**

**Readings**
- Review the weekly lesson, videos and readings provided in the course.
- Chapter 18-20

**Discussion**
- Initial post to each prompt due by midnight, CT on Wednesday
- At least two replies to peers for each prompt due by midnight, CT on Sunday

**Assignment(s)**

**Assignment: Journals**

This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools> Journals> EDU 30030 Journal> Create journal entry.

For each prompt, create a new journal entry.

Choose ONE of the following options:

- For Chapters 18-20, choose one Pause and Reflect from each chapter to respond to. Each response should be at least one paragraph (4-5 sentences in length).
- For Chapters 18-20, choose one Writing to Learn question from each chapter in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).
- For Chapters 18-20, choose one Activity from each chapter, i.e., Activity 18.17, 19.11, 20.22 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you
Assignment: Lesson Plan
This week, complete a full lesson plan using the Ottawa Lesson Plan Template (download from the sidebar). Choose a focus from this week's lesson in proportional reasoning, measurement or geometry. Align your lesson with the Common Core Standards. While it is appropriate to glean ideas from lesson plan sharing websites, do not copy and paste from an existing lesson extensively and if resources are used, cite your sources. The majority of the lesson should be original and customized to your ideas for implementation of the curriculum.
Points Possible: 50
Due: Sunday, midnight CT

<table>
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<tr>
<th>Week 8</th>
<th>Assignment(s)</th>
<th>Readings</th>
<th>Discussion</th>
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<tr>
<td></td>
<td>Assignment: Journals</td>
<td>Review the weekly lesson, videos and readings provided in the course.</td>
<td>Initial post to each prompt due by midnight, CT on Wednesday</td>
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<td></td>
<td>Chapters 21-23</td>
<td>At least two replies to peers for each prompt due by midnight, CT on Sunday</td>
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<td></td>
<td><strong>Assignment: Journals</strong></td>
<td><strong>Math Center/Station Project</strong></td>
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<td>This week, complete your journal entries. The goal of the journal is to reflect on the content for the week. To complete a journal entry, go to My Tools&gt; Journals&gt; EDU 30030 Journal&gt; Create journal entry. For each prompt, create a new journal entry. Choose ONE of the following:</td>
<td>Your final project in this class will be to design a math center/station. You will not only be writing about the station, but you are tasked to physically design the station using tools you have at your disposal. You will take pictures or video of the center (set it up in your home) and post it as a new page in your website /wiki that you have started for your literature/math assignment.</td>
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<td>• For Chapters 21-23, choose one Pause and Reflect from each chapter to respond to. Each response should be at least one paragraph (4-5 sentences in length).</td>
<td>Remember that centers can be used for discovering a new topic/strategy, reinforcing/practicing something already learned, or expanding on a specific topic (extension). Most centers include hands-on materials for students to explore and use as tools. Choose a grade level that you are interested teaching in, pick the Common Core Standard and design your center. In your wiki/website space, Include written text that explains the following:</td>
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<td>• For Chapters 21-23, choose one Writing to Learn question from each chapter in the Reflections section at the end to reflect upon. Each response should be at least one paragraph (4-5 sentences in length).</td>
<td>• a summary of the purpose/rationale for the center/station (1-2 paragraphs)</td>
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<td>• For Chapters 21-23, choose one Activity from each chapter, i.e., Activity 21.17, 22.11, and 23.22 to complete at home, substituting items for manipulatives as needed. Take notes describing the activity and what you gained from it in your Journal or scan the sheet that shows your work.</td>
<td>grade level targeted</td>
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<td>• a list of Common Core/NCTM standards met</td>
<td>length of time appropriate for the center/station</td>
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<td>• a list of student learning objectives met</td>
<td>materials/manipulatives needed for the center/station</td>
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<td>written instructions/worksheets provided at the center/station</td>
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</table>
- a list of prerequisite skills needed
- a plan to assess student learning and rubrics if needed
- an explanation of different learning styles incorporated
- a 1 page personal reflection of the center - this may include your opinion/thoughts on centers/stations and their real-world usefulness, and how you will incorporate this type of learning into your classroom.

You must include graphical representations (video or still images) of the center you set up. Get creative! As a teacher, you will have to pull resources from your home environment (such as using household items as counters). Design your center as you would for your classroom, and take 4-5 images or a 1-2 minute video that showcases your creation.

Add this project to the Weebly or Wikispace webpage that you have created.

To submit this assignment, you will need to copy and paste the link to your website into the Dropbox (Make sure your site is published and open for all to see). Additionally, you will need to export your wiki or website into a zip file for submission to the Dropbox.

- In Weebly, click on Settings> Archive> Download your site as a zip. Save this zip file to your computer and attach it to the Dropbox along with the link to your live site.
- In Wikispaces, click on Manage Wiki> Exports/Backups> Export Wiki (export as an HTML zip file). Save this zip file to your computer and attach it to the Dropbox along with the link to your live site.

Review the rubric in week 8 for grading criteria.
Points Possible: 150
Due: Saturday, midnight CT

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

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<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion</td>
<td>-</td>
<td>20 /10 per forum</td>
<td>170</td>
</tr>
<tr>
<td>Weeks 1-8 Journals</td>
<td>8</td>
<td>20</td>
<td>160</td>
</tr>
<tr>
<td>Week 1: Lesson Planning Using the Three Phase Format</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 2: Lesson Plan</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 3: Article Review</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 4: Lesson Planning for Addition, Subtraction,</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Multiplication and Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6: Using Children’s Literature in Mathematics</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Week 7: Lesson Plan</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 8: Math Center/Station Project</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td><strong>830</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
</table>

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To access your scores, click on Grades in the Student Tools area in Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>747-830</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>663-746</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>579-662</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>495-578</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 494</td>
</tr>
</tbody>
</table>

**Important Policies**

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

**Editorial Format for Written Papers**

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

**Ottawa Online Late Policy**

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and "approved" by the instructor at least one week in advance.

**Saving Work**

It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Academic Integrity**

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council...
approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**

Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

**Blackboard Technical Support**

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.

**Ottawa University Mission Statement**

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.