

Office hours (getting help): We will be meeting approximately once per month in River Falls, and approximately once per month via ITV on Thursday evenings. I'll be available for you to ask questions in a chat room on D2L on Thursday evenings when we are not in class. I check my e-mail on weekday mornings, so you can expect a response to e-mailed questions on weekday mornings.

Lessons: most of the learning you will be doing for this class will happen online. These are linked from my home page (see above right). I have prepared video lectures as well as text versions for each lesson. These are similar, but not exactly the same, so if the content isn't making sense through one medium, you should be trying the other one also. Each lesson is accompanied by practice questions that I have provided answers for, and most lessons have a short, open book **quiz** you will be taking on D2L that are similar to the practice problems (but with less elaborate answers provided). There will also be lessons in class on Thursdays and Saturdays. These will often be followed later in the week by text versions of the same information.

Attendance: Attendance is not optional. The discussion and interaction that comes with participating in a lesson provides unique perspectives on the content that it is very hard to get by working independently. If you need to miss a class for any reason, you will need to make up that class by:

- arranging for it to be video taped/recorded if at all possible (Thursday meetings can be recorded by UWRF if you notify us 2 days in advance, Saturday meetings would need to be recorded using a video camera).
- arranging to get notes from a classmate and discussing those notes with the classmate.
- contacting me to get an assignment to make up the missed in class work
- arranging to take any missed quizzes/tests

If you miss more than one Saturday meeting, you may be asked to drop and retake the class.

Homework: selected lessons are accompanied by homework assignments that will be turned in to a D2L dropbox. You will need access to a scanner for some of these assignments.

Tests: There will be 3 in class tests given during the last hour of the Saturday meetings. If you have special needs for test taking, please contact me in advance.

Where to find it: Announcements, schedules, assignments and lessons are posted on *my web site* (see top right of this page for the web address). You will be taking quizzes, participating in discussions, turning in assignments (in the dropbox) and sometimes reading articles in *D2L*. You will also have opportunities to participate in online chat Q&A sessions on *D2L*. I will be posting your scores in the gradebook section on *D2L*. Occasionally there are problems with the gradebook (both human and machine errors). Please let me know if you find any errors in the posted scores.

Topics :

Cognitively Guided Instruction for addition, subtraction, multiplication and division.
Childrens strategies for calculations (math facts and multi-digit work)
Base 10 numbers
Multidigit operations for addition, subtraction and multiplication
Patterns and functions in early grades.

Note that this semester, our focus is on math teacher knowledge—elementary math and how children think about math, and within that, our focus is on number and operations. In TED 324, we will be focusing more on teaching techniques, and we will address two portfolio categories. You will not be completing a portfolio item for this class.

Supplies: Most of what you will need is already in the math kit you will be getting at the first Saturday meeting. I'd like you to add to that kit: colored pencils or crayons, a ruler and scissors. You should, of course, also bring to class a pencil and paper.

Field Experience Assignments: In about 4-6 weeks you will be assigned a field experience placement, where you will be spending 15 hours observing and teaching. There will be specific assignments posted for you to accomplish during your field experience, that will include observing and analyzing lessons, and writing and teaching lessons.

Grading: Your grade will be based primarily on your scores on quizzes, homework, tests and field experience assignments.

- Homework and online quizzes count as 25% of your grade. You must achieve at least 75% in this category to pass the class with a B- or better.
- Tests count as 50% of your grade. You must achieve at least 70% in this category to pass the class with a B- or better.
- Field experience assignments count as 25% of your grade. You must achieve at least 80% in this category to pass the class with a B- or better.

If you meet the above minimum scores, your grade will be based primarily on the weighted average (mean) of your scores. Letter grades will be at least as high* as those determined by your weighted average and these percents:

A: 95-100% A-: 90-94% B+: 84-89% B: 79-83% B-: 74-79%

Grades below B- will be spaced similarly.

*On rare occasions, I may raise grades for students who have displayed superior understanding in ways that are not reflected in the percentage break-down. I never, however, lower grades below what the percentages indicate.

Late work: Late work will be accepted for a small reasonable number of late assignments (no more than 3). If your work is late for an excused absence (circumstances beyond your control), *and you have documentation* verifying the reason for the absence, then the lateness of the homework is also excused. If you are turning in homework late for any other reason, it may be turned in up to one week late, but a 20% penalty applies to your score on that item. If you miss a test, you will need to come into River Falls on another date to make that up, or you may talk to me about arranging an alternate testing site (you will need to make the arrangements, and you will need to talk to me to find out the restrictions on sites I will and won't accept).

You can do it: A lot of people who take this class don't have a strong background in math. A lot of people struggle, and need support. I have seen people with very weak math backgrounds succeed because they worked hard and used their resources wisely. I can be a good resource. Your classmates are good resources. If you need extra support, make sure you take advantage of my Thursday Q&A sessions and study time with your friends. This class is designed to tackle the most important topics for elementary teachers to know in math; a lot of the things you will be doing and learning about in this class will be important for you and for your students when you start teaching. You can do it!

Teacher Content Standards: The College of Arts and Sciences has a webpage that links you to the teacher content standards by course number. " DPI CONTENT STANDARDS: The State of Wisconsin has established content standards that education programs are required to have in their courses. These standards are the basis of the Praxis II Content exams that all licensure candidates are required to pass prior to receiving a license to teach in Wisconsin." Linked by course number from this page: <http://www.uwrf.edu/CAS/DPIMathematics.cfm>

General UW-RF information: The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Rights & Responsibilities at 715-425-4555, or the Office of Equity, Diversity and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report online, please, see the following link:
<http://www.uwrf.edu/EquityDiversityInclusion/incident.cfm>.

The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and other programming and services on campus. Those who will need academic adjustments or accommodations for a disability should contact the Office of Student Ability Services at 715-425-4555. Decisions to allow adjustments and accommodations are made by the Office of Student Ability Services on the basis of clinical documentation the students provide to sufficiently indicate the nature of their situation. Additional information is at: <http://www.uwrf.edu/AbilityServices/Index.cfm>.