### SYLLABUS – ELEM 530 Remediation of Math Difficulties (3 credits)

<table>
<thead>
<tr>
<th><strong>Course: ELEM 530 Remediation of Math Difficulties (3 Credit Hours)</strong></th>
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<tbody>
<tr>
<td><strong>Instructor:</strong> Dr. Peter Eley</td>
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<tr>
<td><strong>Phone Number:</strong> (910) 672-1183 office</td>
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<tr>
<td><strong>Email Address:</strong> <a href="mailto:peley@uncfsu.edu">peley@uncfsu.edu</a></td>
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<td><strong>Semester:</strong> Fall 2014</td>
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<tr>
<td><strong>Course Location:</strong> Butler Bldg. 209</td>
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<td><strong>Meeting Day &amp; Time:</strong> Tuesday 3:45-5pm.</td>
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<td><strong>Office Location:</strong> 241-B</td>
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<td><strong>Office Hours:</strong> M-2-5pm and T- 1-6pm</td>
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<tr>
<td><strong>Course Description:</strong> An exploration of factors that contribute to mathematics difficulties in the elementary and middle school, tests that aid in the diagnosis of difficulties, and techniques for preparing and evaluating individualized educational plans and strategies for remedial instruction.</td>
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</table>
Required Textbook – There are no required text for this course. There will be supplemental readings provided throughout the course. Students will be required to use the latest APA Publication Manual 6th edition. Multi-sourced materials and multimedia materials will also be used.

Disabled Student Services - The University continues to be sensitive to the identification of possible barriers to the students with disabilities and attempts to make reasonable accommodations for these students. In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

School of Educations Conceptual Framework

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.
The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

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<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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Research and Leadership (4)

Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.

Respect for Diversity and Individual Worth (5)

Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.

Technological Competence and Applications for Student Learning (6)

Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.

Working with Families and Communities (7)

Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.

Course Goals and Objectives:

1. Introduction
2. Putting Principles into Practice: Understanding History
3. Putting Principles into Practice: Teaching and Planning
4. Putting Principles into Practice: Teaching and Planning
5. Mathematical Understanding: An Introduction
6. Fostering the Development of Whole-Number Sense: Teaching Mathematics in the Primary Grades
7. Pipes, Tues, and Breakers: New Approaches to Teaching the Rational-Number System
8. Teaching and Learning Functions
9. A Final Synthesis: Revisiting the Three Learning Principles

**Subject to change**

Assessment and Evaluation Criteria

1. Readings and Written Reflections 20%
2. Remediation Presentation (Blackboard rubric) 40%
3. Research Paper: (Blackboard rubric) 40%
**Professional Teaching Standards and Standards for Reading Teachers**

Upon successful completion of this course, prospective candidates will be able to meet the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for Reading Teachers (NCSRT) as described in the learning outcome matrix below:

**Standards**

The course is aligned to the standards of the School of Education’s Conceptual Framework and the North Carolina Department of Public Instruction (DPI) Professional Teaching Standards and the Student Learning Outcomes associated with the Middle Grades Language Arts and Social Studies degree programs.

**North Carolina Professional Teaching Standards for Graduate Programs**

1. Teacher Leadership
2. Respectful Educational Environments
3. Content and Curriculum Expertise
4. Student Learning
5. Reflection

**Middle Grades, Secondary, and Specialty Areas - Student Learning Outcomes:**

1. The candidates will possess in-depth content knowledge to enhance 21st century skills in the specialty area that they teach.
2. The candidates will know how to implement pedagogical strategies based on the Common Core State Standards, NC Essential Standards and CAEP.
3. The candidates will design, implement and report research projects conducted in their classroom/school which integrates research with teaching and service.
4. The candidates will utilize technology to enhance instruction, learning, research, assessment and data management.
5. The candidates will promote an educational culture that values reflective practice.
6. The candidates will demonstrate the value of diversity and promote instruction that is responsive to all learner needs.
7. The candidates will demonstrate leadership skills to advocate for students, communities, policies and practices that support student learning and development.

Students will practice **skills** that will enable them to:

A. Write and speak clearly and effectively.
B. Serve the public school community.
C. Work collaboratively with peers.

Students will demonstrate **dispositions** indicating that they:

A. Appreciate and engage in self-reflection.
B. Value each voice and use their own in class discussions.
C. Show a commitment to ongoing learning.
D. Value class time by attending regularly and on time.
E. Complete assignments and tasks in a timely manner.
F. Assume fair share of responsibilities.
G. Are courteous and respectful.
H. Have a positive professional attitude.
I. Accept and use constructive criticism.
J. Respect individual differences.

**Diversity** - Diversity is primarily emphasized through professional research project and considerations within.

**Technology** - The candidates in this course will become knowledgeable of a variety of Web 2.0 features and other multi-modal media which impact the teaching in the 21st Century.

**Dispositions** - Teachers articulate connections between teacher dispositions and student achievement; they will demonstrate and appreciation of research on teaching practices. This will be assessed through pre/post assessments as well as through observable considerations noted within the research project.

**Course Requirements**

1. **Remediation Project Technique Preliminary** – Students will conceptualize the research project before **September 16, 2014** and provide the instructor with a brief project proposal for approval along with a brief one-page paper that provides a description of why this topic/problem/issue is important to research. This paper is due on **September 16, 2014**.

2. **Reading and Reflections submission** – Students will submit reading reflection paper 1 hour before the day we discuss in the classroom in blackboard. **Ongoing**

3. **Student Presentation of Remediation technique** – Student will be evaluated on presentation of remediation technique and ability to analyze student learning. Project that was approved along with a 15-30 presentation **November 4th**.

4. **Final Submission** – Students will submit in blackboard: PowerPoint, Research Paper of the Remediation and Analysis techniques used and analysis of student thinking conducted. A 10-page manuscript of the research remediation techniques used and outcomes will be due **November 18th**.

**FSU Grading Scale:**

<table>
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<tr>
<th>Course Points Scale</th>
<th>University Grading Scale</th>
<th>Letter Grade</th>
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<tr>
<td>401-450</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>350- 400</td>
<td>83-91</td>
<td>B</td>
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NOTE: An education major earning a grade less than “C” in an education course is required to repeat the course.

### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Aug. 26</td>
</tr>
<tr>
<td>2</td>
<td>Principles into Practice: Understanding History</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>3</td>
<td>Principles into Practice: Teaching and Planning</td>
<td>Sept. 9</td>
</tr>
<tr>
<td>4</td>
<td>Principles into Practice: Teaching and Planning</td>
<td>Sept. 16</td>
</tr>
<tr>
<td>5</td>
<td>Mathematical Understanding: An Introduction</td>
<td>Sept. 23</td>
</tr>
<tr>
<td>6</td>
<td>Fostering the Development of Whole-Number Sense: Teaching Mathematics in the Primary Grades</td>
<td>Sept. 30</td>
</tr>
<tr>
<td>7</td>
<td>New Approaches to Teaching the Rational-Number System</td>
<td>Oct. 6</td>
</tr>
<tr>
<td>8</td>
<td>Teaching and Learning Functions</td>
<td>Oct. 20</td>
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<tr>
<td>9</td>
<td>A Final Synthesis: Revisiting the Three Learning Principles</td>
<td>Oct. 27</td>
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<tr>
<td>10-14</td>
<td>Presentations</td>
<td>Nov. 4, 11, 18, 25, 2</td>
</tr>
</tbody>
</table>

**Teaching Strategies** - This course uses lecture, demonstrations, inquiry and problem based learning along with Web 2.0 and other Internet activities for presentations.

**Academic Support** - Smarthinking is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is listed as a Blackboard Course.

**Institutional Guidelines**

**Academic Integrity** - Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under
Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  *Fayetteville State University Undergraduate Catalog pg. 85*

**Behavior in the Classroom**
The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
Class Attendance*

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Campus and community enrichment opportunities will be announced and may be used for attendance make-up points.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must follow university protocol and announced deadlines (see calendar on www.uncfsu.edu) to withdraw from a class.

The deadline for withdrawing from class is October 28.

Excused Absences

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal
Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Disability Statement**
“Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.”
(Undergraduate Catalog, 2009-2010)

**FSU Policy on Electronic Mail**
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

**Inclement Weather** - We will follow the Fayetteville State University inclement weather schedule. Please consult the university webpage, local radio and television statements for announcements. Blackboard Announcements with accompanying email will be the mode of correspondence this instructor uses to alert students to changes due to extenuating circumstances.
Course References:


