MAT 411: SYLLABUS
MATHEMATICS SEMINAR III
WINTER 2013-2014

INSTRUCTOR: Dr. Charlotte McShea
GREEN SCIENCE HALL 204
601-318-6173

OFFICE HOURS:
Monday - 2:00-5:00;
Tuesday - 1:30-4:00
Wednesday - 2:30-5:00
Thursday - 1:30-3:30

COURSE DESCRIPTION AND RATIONALE

This one-hour course is designed to meet the needs of mathematics majors who are seeking a secondary teaching license. It requires at least twenty hours of classroom observation and teaching experiences. Students in the seminar will be assigned to work with an approved secondary teacher in an area school. Primary activities will involve one-on-one peer tutoring under the supervision of the classroom teacher. Opportunities to experience other teaching activities such as planning, assessing student progress, and assisting with class investigations will be coordinated by the classroom teacher and the college professor. Students will teach a brief lesson segment to the entire class when approved by the classroom teacher.

STUDENT LEARNING OUTCOMES

The primary objective of the course is that students will get field experiences with diverse learners by working directly with students, coordinated by the college professor and under the supervision of the classroom teacher. Following the course the student will be able to:

1. Describe behaviors that peer tutors SHOULD exhibit, and behaviors that tutors SHOULD NOT exhibit.

2. Identify problems encountered by students in learning mathematics.

3. Design individualized tutoring activities for one or more students.

4. Complete a variety of evaluation forms based on observation in classrooms and interviews with individual students.

5. Plan an activity geared to each learning style.

6. Work directly with diverse students in mathematics learning activities.

7. Identify characteristics of different learning styles and plan differentiated learning activities.

7. Teach a brief mathematics lesson to a secondary mathematics class and plan changes based on feedback received.
COURSE REQUIREMENTS

Each student will be assigned to an approved classroom teacher in an area school and will be expected to
1. attend orientation meetings on the WCU campus at the beginning of the trimester;
2. observe at least two classes with the classroom teacher prior to tutoring students;
3. view required videos and read required articles;
4. arrange a schedule with the classroom teacher which includes peer tutoring and classroom presentation;
5. keep a journal that includes a log of activities performed by the student as well as observations on topics identified in the orientation session;
6. complete the packet of evaluation forms provided to the student.

SCHEDULE

WEEK ONE  Orientation. Discussion of peer and cross-age tutoring, expected duties, guidelines for carrying out the requirements of the class. Locate, read, and review two articles related to peer tutoring and cross-age tutoring. Create list of related suggestions (dos and don’ts).

WEEK TWO  Description of diverse learners, overview of learning styles, View video Math is a four letter word in library. Further discussion of peer and cross-age tutoring, legal issues, and other guidelines. Get letter and other materials for use in schools. Observation at the target school may begin.

WEEK THREE  Observation at the target school. Field experience may begin. Meet individually with instructor to verify school placement.

WEEKS FOUR-NINE  Continue field experience.

WEEK FIVE or SIX  *Individual conference with instructor (Dr. McShea). Turn in observation forms; discuss logs; plan remaining field experience.

WEEK NINE  Complete field experience. All reports due on Wednesday.

WEEK TEN  Final examination and final evaluation activities.
EVALUATION CRITERIA

Students are expected to attend all orientation sessions and to be in the school classroom at the agreed-upon times. Failure to meet the obligations agreed on by the classroom teacher and the seminar student may result in removal from the course. Grade in the class is based on

- Student journals
- Article reviews
- Evaluation by the classroom teacher
- Observation/evaluation packet
- Number of contact hours*
- Final examination

*Number of hours required will be determined after classroom assignments are made, but in every case will be at least twenty hours.

REFERENCES

Professional journals
- The Mathematics Teacher
- Teaching Mathematics in the Middle School

Books
- Common Core State Standards in Mathematics [copies in Mathematics Department].
- Additional textbooks housed in the Mathematics Department office.

Articles

See list in mathematics office.
AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

COLLEGE POLICY ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/ or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. Full explanations of the procedures for responding to instances of academic dishonesty are contained in the university’s Policies and Procedures manual and in the student handbook, The Lance.

DISASTER PLAN

In the event the operation of William Carey University is affected by a natural disaster (i.e., hurricane, tornado, widespread flu outbreak, etc.), the following procedures will be followed:

1. In the case of a closed campus with internet access, all courses will shift to D2L or e-mail delivery of assignments. Follow all assignments in the syllabus and/or posted online and send them via D2L or e-mail to your professor, at the direction of the professor.

2. In the case of a closed campus with no internet access, follow all syllabus directions for the completion of course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments may also be sent by mail in care of your professor.

3. Students should check WCU’s web page (www.wmcarey.edu) and contact the professor by e-mail or phone: Email: cmcshea@wmcarey.edu phone: 601-318-6173 for additional instructions.

WCU THEME FOR 2013-2014:

“Building on a Firm Foundation”
Luke 6:48; 1 Corinthians 3:11