



University of Memphis College of Education

College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

ELED 4352: Curriculum and Methods in the Early and Middle Grades

Course Description:

Teacher candidates learn **developmentally appropriate curriculum for K-8** in literacy, science, **mathematics**, social studies and fine arts. Students **learn and practice methods** specific to content areas and evaluate current educational materials such as **software, manipulatives, and textbooks**.

Field experiences: 20 hours

Prerequisites or CoRequisites

- Admission to Teacher Education Program [TEP]
- All courses in General Education and the Integrative Studies Major
- Literacy in Grades K-4, Literacy in Grades 5-8, EXSS 3604
- ELED 4351, ELED 4352, ELED 4353, and ELED 4354 must be taken concurrently

Text Required:

Heddens, J. & Speer, W. (2006). *Today's mathematics: Concepts, classroom methods , instructional activities* (12th ed.). Hoboken, NJ: John Wiley & Sons.

Optional:

Maxwell, S. A. (2001). *Making meaningful mathematics manipulatives*. Memphis, TN: University of Memphis Press.

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ELED 4352
Curriculum and Methods in the Early and Middle Grades
Math Methods
Fall, 2009

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Tues 12:30 pm – 4:00 pm

Other times by app't

Support of Conceptual Framework

The primary goals of the math portion of the BLOCK are **to help students**, the teacher candidates, to:

1. gain confidence and skills in their ability to undertake teaching elementary/middle school mathematics
2. become familiar with the elementary/middle school mathematics curriculum and with the various manipulatives, models, materials, and instructional methods appropriate for teaching this curriculum
3. develop the ability to communicate with children about mathematics, assess their understanding of specific mathematics, and provide appropriate instruction based on this assessment
4. develop the ability to plan and execute instruction designed to teach conceptual understanding, skills, and problem solving
5. develop the ability to use appropriate assessment strategies, both traditional and alternative, and to evaluate student achievements in mathematics.

Key Assessments: Content Knowledge Test, Lesson Plans

Attendance Requirements for this Course:

Attendance is important and *required*. Attendance and punctuality will be documented. Students are expected to actively participate in all class activities, to complete all readings prior to assigned class meeting. As class activities and discussions often focus on material that is not in found in the text, attendance and participation is critical. Absences **DO NOT** change expectations or when assignments are due. In addition, opening activities cannot be made up. Students will receive a "0" for any opening activity missed.

The policy for absences/tardies is as follows:

1. The first absence is a gift – it should be used wisely.
2. *Every* absence after the first will reduce Participation point total by 3 points.
3. Two late arrivals or early departures (or a combination of a late arrival and an early departure) are equivalent to one absence.
4. Missing over half the class (either by being tardy or leaving early) constitutes an absence.
5. In the event of an extenuating circumstance (example: medical emergency), a collective decision by the block instructors will be made in regards to accountability. Satisfactory evidence of emergencies may be required.
6. All scheduled time at appointed schools is required and must be made up. **Reminder:** Field Experience is Pass/Fail.

Assignments, Exams, and Grading Criteria:

Type of Assignments	Grading Scale		
Exams and Quizzes	94-100	A	Exemplary
Presentations	87-93	B	Very Good
Lesson Plans	78-86	C	Adequate
Directed Research	70-77	D	Poor
Written Papers	Below 70	F	Incomplete/not submitted
Technology			
Participation/Professionalism			

Policy for Late Assignments and Missed Tests

All assignments are due at the **beginning** of the class period for which they are assigned, regardless of the student's attendance. Late assignments will be assessed a 20% point reduction and must be submitted by the next class period.

If a student must miss a test date, prior arrangements must be made in order to be able to reschedule. Prior arrangements **DO NOT** include leaving a message on an answering machine or sending a last minute email. Extreme emergency situations will be handled on an individual basis.

Professional Participation: Professionalism is expected of all teacher candidates. Active participation in this class is essential for building a productive learning community. It is expected that students will give freely of their ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Students should exhibit professionalism in their classes and while working in the field. Some characteristics that are important include punctuality, responsibility, dependability, and a positive, respectful disposition. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing of opinions, and verbally participating in class discussions and activities.

Disposition Checklist: According to policy, students in the Integrative Studies Program are assessed on the knowledge, skills, and dispositions of the Teacher Education Program and the INTASC Standards. Should areas of concern arise, a Dispositional Deficiency Checklist will be completed by the course professor, discussed with the student, and placed in the student's file. Students are counseled and steps for improvement are discussed. A detailed explanation of the professional dispositions can be found at <http://coe.memphis.edu/PDF/DispositionsAndRetention.pdf>. Students are encouraged to familiarize themselves with this document. Failure to meet the above standards or to demonstrate improvement may result in a hearing before the Teacher Education Retention Committee.

Americans with Disabilities Act:

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification or accommodations.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability.

Written Assignments and Academic Misconduct

All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Privacy/Security Policies

In keeping with the provisions of the Family Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that grades not be posted. E-mail communications with students, including requests for grades, will only be conducted through a University of Memphis e-mail address.

The following procedure will be followed by staff when students request to pick up materials left for them by instructors:

1. Students must present a student ID to the staff member.
2. The staff member will retrieve the materials for the student.

NOTE: The student must pick up the material personally. The materials cannot be given to anyone else. If the student cannot personally pick up the material, the student should provide the instructor with a prepaid addressed envelope.

Reminder: Cell phones are to be turned off or put on vibrate during class. Texting is not permitted and will affect one's professional disposition evaluation.