

**Math 353: Methods and Materials in the Teaching of Elementary School Mathematics  
Winter Semester, 2002**

<b>Course Instructor:</b>	Dr. Stephen Smith
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**Brief Description of the Course:**

This is a course designed to acquaint prospective elementary teachers with contemporary methods and materials employed in the teaching of mathematics in the elementary school. We do this by exploring methodologies for teaching a variety of topics. Topics and methodologies are consistent with those of the *Michigan Curriculum Frameworks* and the National Council of Teachers of Mathematics' *Principles and Standards for Teaching Mathematics*.

A few minutes reflection will make it obvious that this course cannot teach you how to teach each and every topic in the K-8 math curriculum. The goal is to help you develop the ability to use various curricular materials to plan lessons that you will teach using methods you deem appropriate. Naturally, I have views on ways to teach. These views are based on the documents listed above. The course will rely on such methods.

**Prerequisite:** Admission to the methods phase of teacher education; MA 150 and MA 151.

**Text:** Van de Walle (2001). *Elementary and Middle School Mathematics*, 4th Edition. Longman

**General Requirements:**

- Participation will form an important part of your grade. This means that you must be on time and prepared (read assignments, prepared materials, completed journal entries, etc.) for all class sessions. There will be times when we work individually, in small groups, or as a whole class. You will be expected to participate in all types of work to help develop all of our understanding of teaching mathematics in the elementary school.
- You will spend part of most class sessions in an elementary classroom at Sandy Knoll School. You will be expected to participate in that class in the manner the teacher specifies. This may mean observing and taking notes, helping specific individual children, helping whoever needs help, monitoring a small group, etc. This will be negotiated between yourself and the teacher and may change from week-to-week.
- Professional behavior and attire in the elementary school.
- Attendance at all class sessions.

**Assessment** (details will be provided in class as necessary):

- Attendance and participation.
- A journal of your elementary classroom experience across the semester.
- Teaching of at least one lesson observed by your cooperating teacher and myself. At least 2 weeks prior to teaching, you will submit a lesson plan for which I will give you feedback.
- Production of a “trade book” that you will write and illustrate.
- You will be assigned readings from the text, preparation of materials, and various other out-of-class work. For most of these, you will be required to write up some kind of analysis or reaction.

Some of the assignments above may be designed to double-count with another course in the block. This is fine—but it is *your* responsibility to make sure it meets the criteria of the instructors of both courses.

Feel free to contact me (in my office, via e-mail, before/after class, etc.) when you feel you need help. I have resources that I am willing to share. Do **NOT** wait till the last minute (the day before you will teach or an assignment like the trade book is due)!

Grades will follow the following scale:

A	93-100 percent	A-	90-92 percent		
B+	88-89 percent	B	83-87 percent	B-	80-82 percent
C+	77-79 percent	C	70-76 percent	C-	67-69 percent
D	60-66 percent	E	below 60 percent		

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 1104 University Center (227-1737). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.