CHANGE IN COURSES
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Geography
3. Course prefix, number and complete title of course:
   GEOG 201 Introduction to Human Geography

Attach a brief supporting statement for changes made to Items 4a thru 4d, and 10 below:

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - Yes
   - No

6. If grade type is changing for existing course, indicate the new grade type:
   - Grade
   - S/U
   - P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Introduction to Human Geography. A survey of the major systems of man-land relations of the world and their dissimilar developments; the processes of innovation, diffusion and adaptation stressed with regard to changing relationships between people and their environment.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   No change requested

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

<table>
<thead>
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<th>Prefix</th>
<th>Course #</th>
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b. Change to:

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Approval recommended by:

David M. Cairns, Dept. Head

Chair, College Review Committee

Chair, AOC Dean

Dean of College

Chair, AOC Dean

Chair, GC or UCC

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services - 08/14
TO: University Curriculum Committee
FROM: Dr. David Cairns, Head
Department of Geography
DATE: 19 November 2014
SUBJECT: Proposal for a Change in Course – Geography 201

The Department of Geography proposes to make a minor change to the core curriculum course Geography 201 by adding 1.0 lab to the course inventory. This change is justified by the curricular changes required for the core course assessment. In addition, the course utilizes online lab exercises and homework that would account for the 1.0 lab requirement.
COURSE DESCRIPTION
This course introduces students to the broad concerns of human geography. The intention is to understand how places throughout the world are interrelated politically, socially, and economically. We begin with a discussion of human population, with an emphasis on concepts, migration, and population policy debates. Lectures and readings on economic geography stress uneven global patterns of industrialization, manufacturing, and regional development. We examine how human societies relate to the natural environment, stressing the impacts of people on vegetation, the atmosphere, and land surfaces over space and time. We turn to the countryside and examine agricultural revolutions, types of agriculture across the globe, and the different forms and challenges of global food production. We also explore how culture—norms, values and belief systems—has a geographical expression, shapes landscapes, and changes over time and through space. We also consider political geography by distinguishing between states and nations, and then stressing geopolitics and imperialism as ways of understanding political conflict. Finally, we then explore several aspects of cities, including urbanization process and urban space, with special attention to cities in the peripheries and urban environmental problems.

LEARNING OBJECTIVES
The student will be able to achieve the following learning objectives in this course

- Define fundamental terms and key concepts in human geography.
- Locate the major settlement patterns, economic regions, and cultural divisions across the globe and explain how they developed geographically.
- Identify demographic changes and how they alter economic and political development across the globe.
- Apply concepts in geographical information science and technology to problems of human geography.
- Identify major processes that create political and cultural difference and how they shape regional conflicts and environmental change.
- Identify how cultural practices and belief systems shape the landscape.
- Explain the origins of urban settlements and their relationship to one another and to the countryside.
- Compare and contrast the processes of economic development in different regions.
- Compare and contrast the impact of globalization (economic, cultural and environmental) on the core, periphery and semi-periphery.
REQUIRED MATERIALS

Course Text

Course Technology
- You must bring a mobile device or laptop computer for class participation
- TopHat Subscription (http://tophat.com)

Top Hat Course Response Information:
Course SMS Response Number: +1 (315) 636-0905
Course URL: tophat.com/e/XXXX
Course Code: XXX

EVALUATION
Midterm – 30%
Online Lab – (7) – 30%
Presentation – 5% (Core Curriculum Requirement)
Final exam – 30%
Participation – 5% (via TopHat) → (Attendance)

Exams
You will be required to take two exams. You will only need your pencil and gray scantron sheet, nothing else. Please follow the exam rules (to be announced in class). If you are late for the exam, you will have to wait at the front of the lecture hall until all the seated students have begun the exam. You will then be seated and provided an exam; you will also be the first to turn in your exam at the end of the period.

Assignments
These activities are designed to help you understand the concepts discussed in lecture and provide you with some hands-on examples of the applicability of human geography in a variety of fields of enquiry. Each assignment is due on the date (by 5:30 pm) listed in the Course Schedule. You may work ahead on your own, but I will not accept late assignments unless you have an excused absence. You are required to read all the material associated with the assignments. This material will also be on your exams.

You are not to work in groups on the assignments. The assignments are intended to be an evaluation of your individual work. All suspected cases of plagiarism will be sent to the Honors Council. Please be aware the software and online programs have mechanisms to monitor your work.

The assignments will be either delivered via MasteringGeography or our in-house server. Details will be provided in class as to how to access the assignments.
**Presentation**

You must work up a Powerpoint presentation and deliver it to via eCampus. Your presentation must focus on **TWO** maps (the visual part of the requirement). The maps must be representations of at least **ONE** of the four topics below (the main course topics—these interact, so they are not necessarily mutually exclusive):

- Global Shifts in Demographics
- Global Climate Change
- Global Resource Supplies (eg., Energy, Water, Land, Forests)
- Global Geopolitics

You must write several Powerpoint text slides (three to four for each map) to evaluate your critical thinking, social and personal responsibility (see above for definitions). You may make or download maps. The only restriction is that you may **NOT** use maps from either my Powerpoint slides for the course or any illustrations from the text. When you use web resources be cautious about where they come from. Part of “critical thinking” is evaluation of how reliable a source of information is likely to be.

To go about your assignment ask yourself the following questions. Please note that there are no “right” or “wrong” answers here.

1. How do consumption patterns in wealthy versus poor countries impact such things as demographics, global climate change, competition for resources, and geopolitics at an international scale?

2. In any debate over demographic behaviors, climate change policies, resource utilization, or geopolitical conflict there are multiple “sides.” Identify at least some of the most important of these and tell us where you stand on this and why?

**Participation**

You are **required** to attend lecture. My lectures are based on the chapters, and I will assume you have read the assigned material. If you know that you will be late or have to leave lecture early, please sit by the doors so that your exit does not disturb your colleagues.

Using **Top Hat**, I will take attendance and provide in-class real time response to questions; you will earn points through participation and attendance. Your participation grade will be the percentage of the attendance and possible points earned during class. For example, if I ran TopHap in 20 class meetings (attendance and questions) and you have documented full participation/attendance in 15 meetings, you will earn a grade of 75%. If you have documented full participation in all 20 meetings, you will earn 100%. This is the percentage that will be weighted in the final grade (FYI – it weighted the same as one full homework assignment, 5%).

**Grading Scale:**  A for 100-90%; B 89-80%; C 79-65%; D 64-55%; F below 55%. The distribution of grades may be adjusted to class performance. Please note that the various assignments are **weighted** so take that into account when you try to calculate your performance during the semester.
CLASSROOM POLICIES

Scholastic dishonesty
The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please see the URL: http://aggiehonor.tamu.edu/

Grade disclosure
All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions will be provided by telephone or email.

Communication
I have allotted that time during the week for meeting students. Please come to office hours. If you email me, make sure you title the email “GEOG 201.”

**** If you have missed an assignment or an exam and wish to provide me information regarding an absence, you must make an appointment to meet with me in person. An email notification is not sufficient ****

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Absences
This class follows University policy regarding excused absences. The rules and regulations regarding religious observances: http://dof.tamu.edu/faculty/policies/religiousobservance.php. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu

Other Policies

• All course material is copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. This means you are not to distribute the materials to online study sites, services, etc (eg. studyblue.com, etc.).
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<thead>
<tr>
<th>Date</th>
<th>Week</th>
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<td>Key Concepts</td>
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<td>6B</td>
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Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Educational Psychology

3. Course prefix, number and complete title of course: SPED 314 Effective Mathematics Strategies for Students with Disabilities

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with: ____________________________

   Cross-listed courses require the signature of both department heads.

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description: Effective Mathematics Strategies for Students with Disabilities. (3-0). Credit 3. Information and competencies through instruction in effective mathematics instruction for students P-12 with academic learning problems and/or disabilities; effective instruction design and teaching techniques, implementation of research-based methods relevant for active authentic learning; considers state and national standards related to teaching and learning mathematics. Prerequisites: Admission to professional phase of program.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Effective Mathematics Strategies for Students with Disabilities. (3-0). Credit 3. Information and competencies through instruction in effective mathematics instruction for students P-12 with academic learning problems and/or disabilities; effective instruction design and teaching techniques, implementation of research-based methods relevant for active authentic learning; considers state and national standards related to teaching and learning mathematics. Prerequisites: Admission to professional phase of program.

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Approval recommended by: ___________________________ Date: 3/10/15

Department Head or Program Chair (Type Name & Sign)

Chair, College Review Committee Date: 3/10/15

Dean of College Date: ___________________________ Date: ___________________________ Date: ___________________________ Effective Date: 3/10/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
SPED 314  Effective Mathematics Strategies for Students with Disabilities

Fall 2015 Course Meeting Details
August 31- December 9
T/R 2:00-3:40
EDCT 614

Instructor
Mr. Corey Peltier, M.Ed.
corey1024@tamu.edu
Office Hours: By Appointment
Harrington 701B

Course Description
Information and competencies through instruction in effective mathematics instruction for students P-12 with academic learning problems and/or disabilities; effective instruction design and teaching techniques; implementation of research-based methods relevant for active authentic learning; considers state and national standards related to teaching and learning mathematics. Prerequisites: Admission to Special Education Program.

Learning Outcomes
By the end of this course, the learner will be able to:
1. Explain the process of the Response to Intervention in mathematics and how to serve students with special needs in a variety of public school settings.
2. Explain how disabilities impact the learning of mathematics.
3. Demonstrate the use of mathematics manipulatives, technology, and other instructional methods for the teaching and learning of K-6 concepts.
4. Create informal assessments to evaluate learners' level of knowledge and concept acquisition; evaluate data from assessments to inform instruction.
5. Design and demonstrate effective lessons in mathematics to reflect NCTM and state standards for K-6 learners to include modifications for those with learning disabilities.
6. Identify and integrate information/resources from key individuals in the field of mathematics who support researched-based teaching methods.

General Course Expectations
You are expected to come to class on time, prepared with readings completed as assigned, and quality and thoughtful assignments submitted on time. All assignments are expected to be submitted in the format as directed for that particular assignment. Late work due to an unexcused absence will be accepted up to the following class period (whether we meet or not) and will earn, at the most, half-credit. Concerns about grades, etc. should be addressed by scheduling an appointment with me via email.

Attendance Policy
Only university approved reasons will be accepted as excused absences (see http://student-rules.tamu.edu/rule07 ). Handle these professionally: email me prior to missed class or as soon as possible, submit applicable documentation at the next class meeting, and submit makeup work according to TAMU policy. You will not be able
to make up missed participation points when you have an unexcused absence. You will need to email me for your make-up participation assignment. Any missed class information is your responsibility to obtain.

**Required Textbook**

**Required Supplies**
1. (2) 70 page wide-ruled composition notebook with a label in the top right corner containing your name
2. Scissors and glue stick (for interactive notebook assignments)
3. USB Flash Drive (4GB) for your ‘Micro-Teach’ Video
4. Materials for your ‘Micro-Teach’ & Tri-fold Project Board for the Gallery Presentation.

**Recommended Textbook**

**Resources**
Kahn Academy [https://www.khanacademy.org/](https://www.khanacademy.org/)
Learn Zillion [https://learnzillion.com/](https://learnzillion.com/)

**Optional Memberships**

**Professional Behavior Expectations**
Professional behavior is an essential skill for educators and crucial for success during both coursework and field work in the Special Education Program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately (for the purpose of learning during class, not emailing, texting, surfing, posting, etc.); using effective, appropriate, timely and, courteous communication to your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

**Course Requirements**

- **In-class Activities** - This course focuses on evidence-based strategies used to help students with challenges and disabilities understand and utilize mathematics. Therefore, there will be many opportunities to practice and demonstrate using those strategies and manipulatives during the semester, as well as engaging in meaningful participation. Productive and professional participation, the interactive notebook, the Gallery Presentation, and the written constructive feedback you give to your peers regarding their Micro-Teach, all fall within this category.
- Interactive Notebook (10%) - You will add information throughout the semester to your interactive notebooks (one for early elementary and one for upper elementary) in the form of notes, foldables, charts, etc. This will be submitted at the end of the semester. More details will be provided in class.
- Gallery Presentation (5%) - Your Tri-fold will be graded in addition to the feedback you provide to your classmates.
- Quick Check (5%) - Each week you will be given a quick check on the math content discussed in class.

Weekly Text Check (10%) - Each week there will be a brief assessment on the required reading due for that class.

Weekly Discussion Board (10%) - Each week there will be a brief prompt you must respond to on the discussion board before Tuesday’s class. You will then need to critique a classmates post citing evidence from the book and class in your response before Thursday’s class.

Micro-Teach (15%) - You will randomly be assigned a TEKS standard from a grade level. You will be required to videotape yourself modeling the concrete, representational, and abstract stage and then put it on a USB Flash Drive that I will collect.

Exams (Total 30%) - You will have two exams this semester covering readings, video presentations, class presentations, and in-class assignments. These will be given in class and according to the course schedule.

Final (15%) - You will be given a take home final exam. You will randomly assigned a case study that requires you to script a lesson plan (template provided) and answer some other instructional decision questions regarding the case study.

Grading Information
15% - Micro-Teaching Video
15% - Assessment 1
15% - Assessment 2
15% - Take Home Final
10% - Interactive Notebook
10% - Weekly Discussion Board Posts
10% - Weekly Text Check
5% - Weekly Quick Check
5% - Gallery Presentation

90-100% = A
80-89%  = B
70-79%  = C
60-69%  = D
<60%    = F
Assignments
Micro-Teaching: In order to be a successful mathematics teacher you need to practice teaching. Throughout the semester we will have formative teaching opportunities to improve our teaching. The Micro-Teaching assignment is the culminating assessment of all this practice. You will be given a TEKS standard and be required to model (as if you were teaching children) one example for the concrete, representational, and abstract stage. In order to accommodate all students you will need to video tape your lesson and put it on your flash drive. I will be collecting your USB Flash Drive at class on April 21st. You will then create a tri-fold presentation depicting what you did at each stage of the CRA sequence. The TriFold will be due on May 5, the last day of class. A model video, a rubric, and directions for this assignment can be accessed on eCampus under the Assignments tab and then in the Micro-Teaching folder.

Assessment 1 & 2: The assessment will cover the mathematical content covered in class, interactive notebook material worked on in class, and the required text readings up to that point. A review sheet will be given out a week prior to the assessment. Assessment 1 will be on February 24 & Assessment 2 will be on April 30th. During this time we will discuss the format of the assessment. The review sheets will be posted under the Assignments tab and then in the Assessments folder.

Take Home Final: Throughout the semester you will be responding to brief case study examples on the discussion board. The take home final will be an extended version of these case studies. You will be randomly assigned to a case study and be required to script a lesson plan (template provided) and answer some brief instructional design questions. The Take Home Final is due at 11:59 pm May 11 via email. A rubric with directions for this assignment can be accessed on eCampus under the Assignments tab and then in the Take Home Final folder.

Interactive Notebook: We will begin setting up our interactive notebooks the first class. This is a dual purpose activity. It teaches you how to incorporate interactive notebooks with the students you teach and it serves as a resource for all the mathematical content we learn this semester. We will look at some example interactive notebooks from the past semester. A rubric is available on eCampus under the Assignments tab and then in the Interactive Notebook folder. The Interactive Notebooks are due the final class period, May 5.

Weekly Text Check: The assigned reading for the class is essential to build the theoretical foundation required to become an expert mathematical teacher. In order to hold you accountable we will have a text check on random class days. The check up will be on the assigned reading for that class and will be 5 questions or less; the check up will be administered at the start of class. If you miss a text check up because of tardiness or an unexcused absence then you will get a 0 with no chance at making it up.

Weekly Discussion Board Post: The discussion board posts will require you to apply the reading to a brief case study. Every Tuesday before our class you will need to respond to the case study prompt on the eCampus discussion board citing evidence from the reading, prior classes, or your experience in your placement. After our Tuesday class and before our Thursday class you will need to critique a classmate’s post citing readings and what we did in
A rubric for the discussion board posts can be accessed on eCampus under the Assignments tab in the Weekly Discussion Board Post folder.

**Weekly Quick Check:** Our class activities will be valuable learning opportunities. I will model a plethora of mathematical discussions and you will have the opportunity to watch, learn, and then practice these yourselves. Occasionally, you will be given quick checks, which will be assessing you on the content we did during that class period.

**Gallery Presentation:** Our last class period will result in a Gallery Walk presentation of the Micro-Teaching. Your Tri-Fold will be graded in addition to the feedback you provide to your classmates.

**TAMU Statements**

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

**Plagiarism Statement:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**Copyright Statement:** The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

**Scholastic Dishonesty:** Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the website [http://aggiehonor.tamu.edu/RulesAndProcedures/](http://aggiehonor.tamu.edu/RulesAndProcedures/).

**Academic Integrity:** Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the process of the Honor System. For additional information, please visit [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/). Please print and sign the following on assignments and examinations: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
**Respect Statement:** The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

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**Course Schedule**

**Readings:** A: Articles that are uploaded on eCampus; VW: Van De Walle Textbook

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
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<tbody>
<tr>
<td>January 20</td>
<td>✓ TEKS</td>
<td>A Doing What Works</td>
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<tr>
<td>(1)</td>
<td>✓ Process Standards</td>
<td><em>VW</em> The Six Principles</td>
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<tr>
<td></td>
<td>✓ Dispositions of Successful Mathematical</td>
<td>p.2-3 The Six Principles</td>
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<td>Teachers</td>
<td>p.4 Table 1.1</td>
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<td></td>
<td>✓ CRA</td>
<td>p.6 Table 1.2</td>
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<td>p. 9-10 Becoming a Teacher of Mathematics</td>
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<td></td>
<td>p.23-26 What does it mean to Understand Mathematics?</td>
</tr>
<tr>
<td>January 22</td>
<td>✓ Strategy Instruction</td>
<td>A STAR_Maccini; DRAW</td>
</tr>
<tr>
<td>(2)</td>
<td>✓ STAR</td>
<td><em>VW</em> Implications for Teaching Mathematics</td>
</tr>
<tr>
<td></td>
<td>✓ DRAW</td>
<td>p.21-23 Implications for Teaching Mathematics</td>
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<tr>
<td></td>
<td>✓ FAST DRAW</td>
<td>p.24-26 Tools and Manipulatives; Examples of Tools; Ineffective Use of Tools</td>
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<td></td>
<td>✓ RENAME</td>
<td>and Manipulatives; Technology Based Tools</td>
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<td>p.33-34 Four-Step Problem-Solving Process; Problem-Solving Strategies</td>
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<td>p. 38-40 Children’s Literature</td>
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<td>p.64-70 Planning for All Learners</td>
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<tr>
<td>January 27</td>
<td>✓ One to one correspondence</td>
<td>A Chapter 8</td>
</tr>
<tr>
<td>(3)</td>
<td>✓ Subitizing</td>
<td><em>VW</em> Chapter 8</td>
</tr>
<tr>
<td></td>
<td>✓ One More/One Less</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Notes</td>
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| January 29| ✓ Skip Counting
 ✓ Counting on the Decade
 ✓ Even Odd
 ✓ Prime/Composite                                                | Δ Using Manipulatives
 VW p.96-102 Providing for Students who Struggle and those with Special Needs |
| (4)                           | ✓ Five Frame
 ✓ Ten Frames
 ✓ Double Ten Frame
 ✓ Hundreds Chart
 ✓ Number Lines                        | |
| February 3| ✓ Place Value (whole #)
 ✓ Place Value (decimals)
 ✓ Expanded Form
 ✓ Comparing Numbers
 ✓ Ordering Numbers                           | VW p.155 2 paragraphs on number lines
 p.223-225 Figure 12.6,12.7,12.8
 Δ Number Lines                                       |
| (5)                           | ✓ Contextualized Problems
 ✓ Problem Structure (addition/subtraction)
 ✓ Problem Structure (multiplication/division)
 ✓ The Equal Sign                             | VW Chapter 11 |
| February 5| ✓ Introducing Addition
 ✓ Addition Algorithm (CRA)
 ✓ Addition w/ (ten frame, number lines, hundreds chart, student invented strategies)
 ✓ Word Problems (Addition)                  | Δ Contextual Teaching
 Understanding the Equal Sign
 |
| (6)                           | ✓ Introducing Subtraction
 ✓ Subtraction Algorithm (CRA)
 ✓ Subtraction w/ (ten frame, number lines, hundreds chart, student invented strategies)
 ✓ Word Problems (Subtraction)                | VW Chapter 12 |
| February 12| ✓ Introducing Multiplication
 ✓ Multiplication Algorithm (CRA)
 ✓ Multiplication w/ (hundreds chart, number line, arrays, student invented strategies)
 ✓ Word Problems (Multiplication)              | VW Chapter 13 |
| (8)                           | ✓ Introducing Division
 ✓ Division Algorithm (CRA)
 ✓ Division w/ (arrays, number lines, student invented strategies)
 ✓ Word Problems (Division)                   | Δ Addends Unknown
 Inverse Name Game                             |
| February 17| Assessment #1                                                         | |
| (9)                           | ✓ Introducing Fractions
 ✓ Partitioning
 ✓ Equal Parts (examples/non-examples)
 ✓ Benchmark Fractions
 ✓ Manipulatives (premade/student made)             | Δ Equal Parts
 Benchmark Fractions |
| February 19| ✓ Comparing Fractions
 ✓ Equivalent Fractions
 ✓ Simplifying Fractions                           | Δ Equivalent Fractions
 VW |
| (10)                          |                                                                         |                                                              |
| March 3   | ✓ Comparing Fractions
 ✓ Equivalent Fractions
 ✓ Simplifying Fractions                           | Δ Equivalent Fractions
 VW |
<p>| (13)                          |                                                                         |                                                              |</p>
<table>
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<tr>
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| March 5 (14) |  ✓ Word Problems with Fractions  
              ✓ Fractions Greater than 1  
              ✓ Fractions on a Number Line | p.304-312 Equivalent Fractions  
VW  
Making Fractions Make Sense |
| March 10 (15) |  ✓ Addition of Fractions (CRA)  
              ✓ Word Problems (Addition of Fractions)  
              ✓ Subtraction of Fractions (CRA)  
              ✓ Word Problems (Subtraction of Fractions) | VW  
p.315-325 (add & subtract)  
Give out Micro-Teaching Standards |
| March 12 (16) |  ✓ Multiplying Fractions (CRA)  
              ✓ Word Problems (Multiplying Fractions)  
              ✓ Dividing Fractions (CRA)  
              ✓ Word Problems (Dividing Fractions) | VW  
p.325-335 (multiply & divide)  
Give out Micro-Teaching Standards |
| March 24 (17) |  ✓ Adding Decimals (CRA)  
              ✓ Word Problems (Addition of Decimals)  
              ✓ Subtracting Decimals (CRA)  
              ✓ Word Problems (Subtraction of Decimals) | A  
Understanding Decimals  
VW  
p.348-349 Computation with Decimals (Add & Subtract) |
| March 26 (18) |  ✓ Multiplying Decimals (CRA)  
              ✓ Word Problems (Multiplying Decimals)  
              ✓ Dividing Decimals (CRA)  
              ✓ Word Problems (Dividing Decimals) | A  
Decimal Multiplication  
VW  
p.349-351 Computation with Decimals (Multiply & Divide) |
| March 31 (19) |  ✓ Percents  
              ✓ Converting Fractions, Decimals, & Percents | A  
Using Art  
Connecting Fractions, Decimals, Percents  
Percents Can Make Sense |
| April 2 (20) |  ✓ Inequalities  
              ✓ Writing Inequalities  
              ✓ Algebraic Expressions  
              ✓ Writing Algebraic Expressions | VW  
p.262-270 Meaningful Use of Symbols |
| April 7 (21) |  ✓ Order of Operations  
              ✓ Solving Algebraic Equations  
              ✓ Word Problems involving Algebraic Equations | A  
PEMDAS Story  
Truth about PEMDAS |
| April 9 (22) |  ✓ Introducing Negative Numbers  
              ✓ Adding Integers (CRA)  
              ✓ Subtracting Integers (CRA)  
              ✓ Word Problems (Addition and Subtraction of Integers)  
              ✓ Rational/Irrational Numbers | VW  
Chapter 23 |
| April 14 (23) |  ✓ The Van Hiele Levels of Geometric Thought  
              ✓ Visualization  
              ✓ Analysis  
              ✓ Informal Deduction | VW  
p.402-419 (Stop at Transformation) |
| April 16 (24) |  ✓ Introducing Perimeter (CRA)  
              ✓ Introducing Area (CRA)  
              ✓ Introducing Surface Area (CRA)  
              ✓ Introducing Volume (CRA) | A  
Perimeter and Area |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</table>
| April 21 (25) | Recognizing Patterns  
✓ Function Tables  
✓ Central Tendency  
✓ Dispersion | Mini-Teach Flash Drive Due  
**VM**  
P.272-280 |
| April 23 (26) | Organizing Data  
✓ Reading Graphs  
✓ Creating Graphs  
✓ What graph fits my data? | **VM**  
p.396-400 Time; Money  
A  
Graphing |
| April 28 (27) | Telling Time  
✓ Identifying Coins and their amounts  
✓ Coin Sums |  |
| April 30 (28) | **Assessment #2** | **Give out Final Exam Case Study** |
| May 5 (29) | **Gallery Presentation** | **Tri-Fold Due** |
| May 11 | Take Home Exam due via email at 11:59pm |  |

*This is a tentative schedule that can change*