

Orientation Seminar, Math 299E
2 credits, Fall 2016

Instructor: Michael A. Lundin
Office: Bouillon Hall, Room 108 D
Office Hours: 11-12 M-F or by
Appointment
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Meeting Time: 9:00 – 9:50 MW
Web Site:
<http://www.cwu.edu/%7Elundin/Courses/math299e/math%20299e.htm>
Meeting Place: Bouillon Hall, Room 210

Students With Disabilities

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office as soon as possible, so we can discuss how the approved adjustments will be implemented in this class. Students who need this form should contact the Disability Support Services Office in Bouillon 205 at dssreceipt@cwu.edu or call 963-2171.

Texts

- (1) [Washington State Standards](#)
- (2) [Common Core Standards](#) ([OSPI Web Site](#))

Supplies

- (1) [LiveText](#): You will need to purchase this for your own use.
- (2) Inexpensive Paper Notebook for your paper portfolio.

Course Description

This course introduces students to CWU’s secondary mathematics program and guides them into tutorial practice. Students must complete 20 hours of service learning tutorials, keeping structured notebooks of their tutorial experiences and documenting those experiences which align with the Common Core Process Standards. They must also deliver brief presentations about these experiences. Students will begin construction of a mathematics education electronic portfolio in LiveText to document those experiences aligning with the Common Core Standards.

Learner Outcomes

Students will document their tutoring experiences in a structured format and reflect on them in LiveText. In particular, students will describe how they enabled their tutees to demonstrate eleven processes consistent with mathematical reasoning, problem-solving, and modeling.

Work Required

Paper Portfolio (40% of your Grade)

1. Section 1—This Syllabus
2. Section 2—An Introduction to Teaching (typed)
3. Section 3—Assignments (in order, by date assigned)
4. Section 4—22+ Notebook entry forms describing your tutoring experiences. These can be hand-written and should be in order by date with your latest experience last.
5. Section 5—A One-page synopsis of your tutoring experience. In particular you must state what experiences helped you learn and what experiences might have helped you learn better. (typed)

LiveText Portfolios (40% of your grade)

1. Introduction to Teaching
2. 22+ pairs of artifacts (descriptions of tutoring experience) and reflections on your tutoring experiences. Note: Every standard must be covered by an experience at least twice.
3. A One-page synopsis of your tutoring experience. In particular you must state what experiences helped you learn and what experiences might have helped you learn better. (typed)

Presentations (10% of your grade)

One or more brief presentations of “case studies” of your tutorials with either resolutions or questions

Attendance (10% of your grade)

This class will NOT work well without your attendance. After we establish tutoring schedules we will only meet on Mondays. The meetings will serve as communication forums about the success of your tutorials. Be there.

Final Grading Scale

93- 100%	90- 92%	87- 89%	83- 86%	80- 82%	77- 79%	73- 76%	70- 72%	67- 69%	63- 66%	60- 62%	<60%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Math 299e Rubric

Prospective teachers must show evidence of teaching **Problem-Solving**, **(Abstract) Reasoning**, and **Mathematical Modeling** by enabling their students to

1. Employ processes for problem-solving, reasoning, or modeling (for example, respectively, Polya's Process, Deductive Reasoning, Inductive Reasoning, or the CCS Modeling Flow Chart).
2. Reason inductively, conjecture, and generalize toward a problem solution or mathematical model.
3. Reason deductively, and use logic to affirm conjectures, arguments, generalities, or mathematical models.
4. Logically affirm limitations of conjectures, arguments, solutions, and models.
5. Generalize and specialize appropriately in solutions, arguments, and mathematical models.
6. Demonstrate precision and attention to detail.
7. Logically and mathematically connect mathematical and scientific constructs.
8. Mathematize (quantify) and logically construct arguments.
9. Logically and mathematically critique the arguments of others.
10. Represent mathematical ideas in multiple ways.
11. Recognize and make use of mathematical structure in order to simplify, streamline, specify problem solutions, algorithms or mathematical models, or to generalize mathematical or logical statements.

Rubric

Not Effective (1pt)	Inconsistent (2 pts)	Proficient (3 pts)	Very Effective (4pts)	Highly Accomplished (5 pts)
The supporting evidence is incorrect, completely or mostly missing, vague, or lacks professional structure.	The supporting evidence is inconsistent, lacks some elements of support, or lacks some professional structure.	The evidence affirms professional demonstration of the standard.	The evidence comprehensively and redundantly affirms professional demonstration of the standard.	The evidence comprehensively, redundantly, and creatively affirms professional demonstration of the standard.