

# DISCRETE MODELS FOR MIDDLE LEVEL TEACHERS

WINTER 2018

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## OBJECTIVES:

Students will learn and use the concepts of discrete mathematics in a discovery and inquiry-based learning environment. We will initiate learning through in-class and CANVAS. Through classroom discussions and exams students will show their ability to apply discrete mathematics concepts.

## REFERENCES:

*Standards for Mathematical Practices* (2014) and *National Middle School Association* (NMSA) outline specific expectations for middle school mathematics. To meet the expectations of national stakeholders, pre-service candidates must be prepared to create learning environments that enable the best 4-9 teaching and learning possible. This will require a focus on effective teaching and learning. Since many teachers will teach as they were taught, it is crucial that pre-service candidates be prepared to learn in particular, effective learning will take place when student(s) (a) pre-confer with professionals in the field, and (c) they are aware of how (and why) learning is based on discovery via inquiry and collaborative problem solving in both the classroom and in their training as future professional educators will emphasize these elements.

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## **EVALUATION GUIDELINES:**

Assessment strategies for this course are designed to inform you of your progress. The instructors will give you feedback on your progress in meeting performance

projects at 30 points each.

Exams at 100 points each, these exams can only be retaken to earn points missed.

Quizzes at 10 points each, may retake.

Homework Assignments: 8 points each, may be resubmitted.

Final production paper: 20 points, may be resubmitted.

Final multiple-choice exam: 100 points

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### **OBJECTIVES IN THIS COURSE?**

Understand what you will be required to know and be able to do in the course. *you will read about Discrete Math and write a group short paper identifying and explain how this knowledge can be used to teach middle level*

Understand the course math concepts and procedures explained and modeled. *practice the math concepts and procedures through the modules which use worked examples.*

**Practice your knowledge and procedures by doing math problems.** *practice their knowledge and procedures by doing textbook exercises.*

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## **/Communication**

calls, or visit me in my office if you would like to talk about the course  
ments tool in CANVAS to communicate changes to the course and other

### **ess**

or your own achievement of these performance objectives. You can ge  
office. If at any time you have trouble-using CANVAS or do not unders  
instructor. Use the activities, assignments, assessments and people s  
nd the mathematical teaching concepts and can demonstrated this un  
tives.

### **ommunication**

n the course. My preferred method of communication with individual  
ce hours . If you experience a legitimate emergency (according to my  
eting required coursework on time, I expect you to communicate with  
Please state the nature of the emergency, and when you expect to turn

### **c Files**

be submitted in .doc or .pdf format. If you do not have Microsoft Word  
ee at <http://www.openoffice.org/>. This will allow you to open the inst  
or .pdf.

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## **DISABILITIES ACT (ADA)**

University is committed to creating a learning environment that meets the needs of all students. If you anticipate or experience any barriers to learning, discuss your concerns with Disability Services. You should contact Disability Services to discuss a range of options to resolve your concerns. Student Disability Services is located in Hogue 126. Call (509) 963-XXXX for more information.