

CSDS 263 - Fundamentals of Teaching Mathematics Literacy to DHH Students

Instructor Information

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Course Information

Course ID: 72101
Units: 3
Canvas: <https://fresnostate.instructure.com>
Prerequisites: Permission from Instructor

This course is designed to provide instruction in pedagogical strategies, methods and approaches for teaching math concepts such as number systems, math reasoning, problem solving, basic algebra, geometry, probability, and statistical concepts to students who are deaf or hard of hearing. Integration of math and other core contents areas within the scope of disciplinary literacy will also be covered.

Course Materials

- Assigned readings as posted in Canvas.
- Texts to learn and explore the disciplinary literacy approach:

Altieri, J. L. (2011). *Content counts!: Developing disciplinary literacy skills, K-6*. Newark, DE: International Reading Association. **Available for FREE Download through Fresno State E-brary at the following link:** [Content Counts](#)

Brock, C. H., Goatley, V. J., Raphael, T. E., Trost-Shahata, E., & Weber, C. M. (2014). *Engaging students in disciplinary literacy, K-6: Reading, writing, and teaching tools for the classroom*. New York: Teachers College Press. **Available for FREE Download through Fresno State E-brary at the following link:** [Disciplinary Literacy K-6](#)

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms* (2nd edition). San Francisco: Jossey-Bass. **Available for FREE**

Download through Fresno State E-brary at the following link: [Reading for Understanding](#)

Wiggins, G. P., & McTighe, J. (2011). Understanding by design guide to creating high-quality units. Alexandria, VA: ASCD. Available for FREE Download through Fresno State E-brary at the following link: [Understanding by Design](#)

Recommended Professional Journals

- American Annals of the Deaf (DHH focus)
- Journal of Deaf Studies and Deaf Education (DHH focus)
- Teaching Children Mathematics (PK-6 focus)
- Mathematics Teaching in the Middle School (middle school focus)
- Educational Leadership (general education focus)
- Phi Delta Kappan (general education focus)
- Journal for Research in Mathematics Education (mathematics education, research focus)
- Elementary School Journal (research focus)
- American Educational Research Journal (general education, research focus)

Course Specifics

Course Goals

- Develop instructional practices for teaching mathematics concepts to students who are deaf or hard of hearing students (DHH) in a variety of educational settings.
- Learn to create dynamic math lessons which promote students who are DHH students to work towards the state standards.
- Explore lesson plans covering math concepts such as number systems, reasoning, problem solving, basic algebra, geometry, probability, and statistical concepts.
- Understand how accommodations and modifications can be utilized to meet the diverse and individualized needs of students who are DHH including those with additional disabilities.
- Explore a variety of ways to integrate math and other content areas within disciplinary literacy towards the state standards.
- Explore lesson plans covering math concepts such as number systems, reasoning, problem solving, basic algebra, geometry, probability, and statistical concepts.
- Understand how accommodations and modifications can be utilized to meet the diverse and individualized needs of each student who is DHH.

Student Learning Outcomes

CSDS 263 Candidates will:

- Reflect on their past experiences with mathematics and explore their personal perspectives and beliefs about mathematics and teaching mathematics to students.
- Explore how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning.
- Demonstrate a professional perspective that encompasses an ethical commitment to teach all students effectively through universal design and differentiated instruction.
- Learn to utilize California Common Core State Standards for creating appropriate math lesson plan objectives for students who are deaf or hard of hearing.
- Learn about the main strands of the mathematics curriculum (number sense, numbers and operations, geometry, measurement, data management, and algebra) to teach mathematics concepts and procedures with appropriate linguistic support for students who are deaf or hard of hearing.
- Explore methods to plan, develop, implement, and assess instructional practices which maximize learning of mathematics for students who are deaf or hard of hearing, including the ways that reading, writing, and communicating are included while meeting the diverse and individual needs through effective accommodations and modifications, as needed.
- Explore connections between mathematics and real life, including integration of other core content areas, which promote the ability of students who are deaf or hard of hearing to make real-world connections.
- Learn about best practices and various teaching paradigms for mathematics instruction including traditional teacher-centered instruction approaches and constructivist student-centered instruction approaches and meeting the needs of diverse students who are deaf or hard of hearing.
- Become familiar with a repertoire of informal, formal, formative, and summative assessments to evaluate students procedural and conceptual and procedural math abilities.

Course Requirements/Assignments

Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing. Candidates are also expected to submit evidence of introduced, practiced, and/or assessed work from activities, modules for formative review and to demonstrate achievement based on the Teaching Performance Expectations (TPEs):

Key Course Goals and Learning Outcomes	TPEs: I, P, or A	Assignment Assessed
Teacher candidates will reflect on their past experiences with mathematics and explore their personal perspectives and beliefs about mathematics and teaching mathematics to students	1.3 (I,P), 1.6 (I,P), 1.7 (I,P), 2.1 -2.3 (I,P,A), 3.2 (I,P,A), 3.6 (I,P,A), 4.1 (I,P,A), 4.2 (I,P,A), 4.4 - 4.8 (I,P), 6.1 - 6.7 (I), 6.8 (I,P,A)	Math Discussions
Teacher candidates will explore methods to plan, develop, implement, and assess instructional practices grounded in the principles of Universal Learning Design, the Multi-Tiered System of Support, and the California Dyslexia Guidelines, of all which maximize learning of mathematics for students who are DHH, while meeting the diverse and individual needs through effective accommodations and modifications, as needed.	1.1 (I,P), 1.3 (I,P), 1.8 (I), 2.1 (I,P,A), 2.2 (I,P,A), 2.3 (I,P,A), 2.4 (I), 7.2 (I,P,A), 7.10 (I,P,A), 7.13 (I,P,A), 7.14 (P, A)	Math Final Project
Teacher candidates will demonstrate a professional perspective that encompasses an ethical commitment to teach all students effectively through universal design and differentiated instruction.	1.5 (I,P), 1.7 (I,P), 1.8 (I), 5.1 (I,P,A), 5.2 (I,P,A), 5.3 (I,P,A), 5.4 (I,P,A), 6.1 (I), 6.2 (I), 6.3 (I,P), 6.4 (I)	Math Lesson Observations
Teacher candidates will integrate components of literacy for the learning of mathematics content. These components include the development of critical reading, signing/speaking and watching/listening, and writing, based on purposeful evaluation of various sources.	7.1 (I,P,A), 7.3 (I,P,A), 7.6 (I,P,A), 7.9 (I,P,A), 7.10 (I,P,A)	Math Literacy Lesson Plans
Teacher candidates will learn about	2.4 (I), 2.5 (I,P), 3.6	Math Discussions

best practices and various teaching paradigms for mathematics instruction including traditional (teacher-centered instruction) approaches and constructivist (student-centered instruction) approaches and meeting the needs of diverse students who are DHH.	(I,P,A), 3.7 (I,P,A), 4.4 (I,P,A), 4.6 (I,P), 7.12 (P)	
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Teacher candidates will develop an understanding of the California Mathematics Framework and how these standards align with other curricular influences such as the Common Core State Standards in Math and English Language Arts.	3.1(I,P,A), 3.2 (I,P,A), 3.3 (I,P,A), 3.4 (I,P,A), 3.5 (I,P,A), 3.8 (I,P,A), 4.3 (I,P,A), 7.5 (I,P,A)	Math Final Project
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Canvas Postings

Students can find this by clicking on Assignments in Canvas to upload papers and links. Some assignments will need to be submitted to Safe Assign, which allows the instructor to identify content that is plagiarized. Students need to be sure that APA format and citations are used correctly. Note: It is not recommended to access and take tests or quizzes through the Canvas app or on a mobile device.

Instructions for Key Assignments

A. Math Discussions (5 entries x 10 points per entry = 50 points total)

You will write a Discussion Post after reading articles or watching a demo math lesson/lesson. Your journal entry should summarize the content you read/watched and explore any emotions, memories, biases that you recognized in yourself as you work through the assignment. You should also comment, critically, about material you have previously read/viewed.

Those discussions shall include planning and implementing evidence-based literacy instruction and support grounded in California's UDL ([Universal Design for Learning in Mathematics](#)), [California Dyslexia Guidelines](#), and California's [Multi-Tiered System of Support](#). Synthesis, evaluation, and generalization of these concepts should contribute to your responses.

Math Discussions Rubric

Criteria	Meets Standards (5 possible points)	Nearly Meets Standards (2.5 possible points)	Does Not Meets Standards (0 point)
Summarize the content and provide critically feedback on reading materials	Summarizes clear and concise to share the reflections of the contents in the discussion board.	Summarizes somewhat clearly and share limited reflections of the contents in the discussion board.	Does not summarize the contents clearly in the discussion board.
Evidence-based literacy instruction with support of UDL in Math, Dyslexia, and MTSS in each Discussion Post	Provides clear evidence-based literacy instruction with support.	Provides vaguely clear evidence-based literacy instruction with	Does not provide evidence-based literacy instruction with support.

		support.	
Total Points:	10 possible points	5 possible points	0 point

B. Math Lesson Observations (5 observations x 10 points each = 50 points)

Throughout the semester, you will be required to observe math lessons. The instructor will either provide you with a video or ask that you observe a DHH teacher in vivo, with instructor approval. After each observation you be asked to fill out the Math Lesson Observation report, indicating specific information pertinent to content covered in the Modules in Canvas. You will understand how to use screening to determine students' literacy profile and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.

Math Lesson Observations Rubric

Criteria	Meets Standards (5 possible points)	Nearly Meets Standards (2.5 possible points)	Does Not Meets Standards (0 point)
Math Lesson Observation Report	Responds clear and concise to the six questions on the Math Lesson Observation report.	Responds somewhat clearly to six questions on the Math Lesson Observation report.	Responds poorly to six questions on the Math Lesson Observation report.
Five Observation Reports	Completes all five observation reports.	Completes three to four observation reports.	Completes one or two observation reports.
Total Points:	10 possible points	5 possible points	0 point

C. Math Literacy Lesson Plans (5 Lesson Plans x 40 points each = 200 points)

You will develop math lessons aligned with the [Common Core State Standards \(CCSS\): Mathematics](#) for various grade levels and specific topics throughout the semester. You will address a certain pedagogical approach for each math lesson design, be it Explicit Direct Instruction or Constructivist.

At least two lessons should include and align literacy tasks with mathematics content to ensure that all DHH students can engage in grade-appropriate, student-led activities, including use of keyboarding, technology, and multimedia. For all five lessons, follow the principles of abovementioned UDL to make tasks accessible to DHH students who are English Language Learners.

Additionally, ensure that this approach aligns with the California Dyslexia Guidelines abovementioned to support students who are DHH who may face challenges with reading. These lessons shall be designed to support each student who is DHH to both access and succeed in math content as well as literacy with specific regard to reading, writing, and communicating. You will submit all five lesson plans via Canvas and will share your lesson plans with other students in the course, to receive feedback.

Math Literacy Lesson Plan Rubric

TPE	Does Not Meet Standards (2 points)	Progressing Towards Standards (4 points)	Meets Standards (6 points)	Exceeds Standards (8 points)
7.1 Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Infant/Toddler Curriculum Framework and California Preschool Curriculum Framework.	Teacher candidate does not plan and implement a literacy and math inquiry based lesson showing evidence of understanding the standards, foundations, and frameworks and their integration in the classroom. The lesson does not include manipulatives or other math tools, and does not use strategies like observation, questioning, and follow up activities to build on student knowledge.	Teacher candidate plans and implements a literacy and math inquiry- based lesson. While the candidate shows evidence of understanding some of the standards, foundations, and frameworks, and their integration in the classroom, they are minimally aligned and lack organization. Candidate includes using manipulatives or other math tools, or uses strategies like observation, questioning, and follow up activities to build on student knowledge, but does not address all components.	Teacher candidate appropriately plans and implements a literacy and math inquiry-based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom. This includes using manipulatives or other math tools and strategies like observation, questioning, and follow-up activities to build on student knowledge.	Teacher candidate clearly plans and implements a literacy and math inquiry-based lesson grounded in an understanding of applicable standards, foundations, and frameworks and their integration in the classroom. This includes using manipulatives or other math tools and strategies like observation, questioning, and follow-up activities to build on student knowledge.
7.3 Incorporate asset-based pedagogies, ¹⁷ inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs, and home communities. Promote students' literacy development in languages other	Teacher candidate does not create a lesson plan building on student background knowledge and incorporating asset-based pedagogies and does not provide differentiated and developmentally appropriate instruction.	Teacher candidate creates a lesson plan that minimally incorporates asset-based pedagogies, and minimally builds on student background knowledge. There is minimal evidence of differentiated or developmentally appropriate instruction.	Teacher candidate creates a lesson plan that appropriately incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development. The lesson clearly incorporates differentiated and developmentally appropriate instruction to meet student needs.	Teacher candidate creates a lesson plan that clearly incorporates asset-based pedagogies, recognizing and incorporating student background knowledge to promote literacy development. The lesson clearly incorporates differentiated and developmentally appropriate instruction to meet student needs.

than English in multilingual (dual language and bilingual education) programs.				
7.6 Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile /symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines.	Teacher candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan.	Teacher candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan.	Teacher candidate appropriately incorporates a variety of informational texts, inputs, media, visuals, models, and realia needed <i>for</i> student understanding in the lesson plan.	Teacher candidate clearly incorporates a variety of informational texts, inputs, media, visuals, models, and realia needed <i>for</i> student understanding in the lesson plan.
7.9 Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.	Teacher candidate does not create a literacy and math-based inquiry lesson that promotes math content knowledge or does not incorporate reading, writing, listening, and speaking.	Teacher candidate creates a literacy and math-based inquiry lesson that promotes general math content knowledge or minimally incorporates elements of reading, writing, listening, and speaking.	Teacher candidate appropriately creates a literacy and math-based inquiry lesson that promotes specific math content knowledge and incorporates reading, writing, listening, and speaking.	Teacher candidate clearly creates a literacy and math-based inquiry lesson that promotes specific math content knowledge and incorporates reading, writing, listening, and speaking.
7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and	Teacher candidate does not use assessments, or are not using developmentally and linguistically appropriate and culturally responsive assessments.	Teacher candidate uses minimal developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each	Teacher candidate appropriately uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional	Teacher candidate clearly uses a range of developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment.

writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities and English Learner students.		assessment.	decision making and articulates the purpose for each assessment.	
Total Points:	10 possible points	20 possible points	30 possible points	40 possible points

D. FINAL PROJECT: Math Theme, Description of Students with Diverse Needs, Lesson Planning, IEP Considerations (200 points)

Your final presentation will be done with a partner or in a small group. You will turn in a written portion and a video presentation. Your project will contain each of the following:

1. Grade Level
2. Math Theme
3. Description of Class Setup (technology used, centers set up, instructional style, curriculum used)
4. Description of students (this is to be detailed and can be hypothetical or created from real students you know; do not use real student names. You may use initials or create pseudo names)
5. Three lesson plans, with each including the following elements: the K-12 ASL Content Standards, CCSS, lesson plan objective, materials needed, multiple options for differentiated instruction with specific regard to the UDL, the Dyslexia Guidelines, and/or the MTSS and also an assessment of skill.
6. Three lessons in which a math skill is integrated into a real-world concept or task. At least one in the form on integrating math with another core content area and another involving literacy as in disciplinary literacy inquiry.
7. Considerations for students who are deaf or hard of hearing, reflection about how to meet the needs of diverse learners, and support their language development in discipline-specific academic language.
8. Activities and IEP considerations for math literacy.
9. Supplemental materials that would complement the lesson.
10. A teacher-made assessment tool for the lesson

CSDS 263 Final Project Rubric

Content/Points	Exceeds Expectation (40 pts)	Meets Expectation (30 pts)	Below Expectation (20 pts)	Unsatisfactory (10 pts)
Lesson Plan Objectives with CCSS, UDL, Dyslexia, and MTSS	The project fully meets or exceeds the stated lesson plan objectives with requirements (CCSS, UDL, Dyslexia and MTSS), showing a deep understanding and insight into the topic.	The project meets the stated lesson plan objectives with some requirements (CCSS, UDL, Dyslexia and MTSS), demonstrating a solid understanding of the topic.	The project does not fully meet the lesson plan objectives or requirements (CCSS, UDL, Dyslexia and MTSS), with significant gaps in understanding.	The project fails to meet the stated lesson plan objectives with requirements (CCSS, UDL, Dyslexia and MTSS), showing a lack of understanding.

Content, Analysis, and Math Literacy Development to support print concepts, text reading fluency, and decodable text	Content is accurate, comprehensive, and thoroughly analyzed with original insights and critical thinking. Promotes math literacy development skills including print concepts, text reading fluency, and decodable text.	Content is accurate and well-organized with clear analysis and understanding of the subject. Appropriately promotes math literacy development skills including print concepts, text reading fluency, and decodable text.	Content is incomplete or contains inaccuracies, with insufficient analysis. Poorly plans to support math literacy development skills including print concepts, text reading fluency, and decodable text.	Content is mostly inaccurate or off-topic, with little to no analysis. No plans to support math literacy development skills including print concepts, text reading fluency, and decodable text.
ELA standard or ELD framework, K-12 ASL Content Standard, CCSS, Math Framework	The teacher candidate clearly aligns the lesson plan with K-12 ASL Content Standards, CCSS, and Math Framework. The alignment is thoughtfully integrated, demonstrating a strong connection between lesson objectives and the relevant standards.	The teacher candidate appropriately aligns the lesson plan with K-12 ASL Content Standards, CCSS, and Math Framework. The alignment is thoughtfully integrated, demonstrating a strong connection between lesson objectives and the relevant standards.	The teacher candidate aligns the lesson plan with K-12 ASL Content Standards, CCSS, and Math Framework, but the connections may lack clarity or depth. Some aspects of the alignment are evident, but further refinement is needed for stronger coherence.	The teacher candidate fails to adequately align the lesson plan with K-12 ASL Content Standards, CCSS, and Math Framework. The alignment is unclear or missing, and the lesson lacks a meaningful connection to the relevant standards.
Activities, IEP Considerations for DHH diverse learners and language development in academic language,, Supplemental Materials	Uses a wide range of classroom activities and supplemental materials with clearly stated IEP considerations into the lesson plan.	Uses appropriate classroom activities and supplemental materials with proper IEP considerations into the lesson plan.	Uses limited classroom activities and supplemental materials with limited IEP considerations into the lesson plan.	Uses few classroom activities and supplemental materials with no IEP considerations into the lesson plan.
Video Presentation and Written Paper	Video presentation is polished and professional, with clear, engaging, and appropriate language and style. The paper is well-written with no grammar errors.	Video presentation is clear and appropriate, with good use of language and style. The written paper is clear but has few grammar errors.	Video presentation is unclear or unprofessional, with frequent issues in language or style. The written paper is somewhat clear and has several grammar errors.	Video presentation is poorly done, with major issues in clarity, language, or style. The paper is not easy to comprehend and has many grammar errors.
Total Points:	200 possible points	150 possible points	100 possible points	50 possible points

Attendance: This is a completely online course, however there may be opportunities to meet via Zoom with the instructor for extra support throughout the semester.

Grading Policy: Grades will be calculated based on total amount of points earned. Please see below for a list of assignments, and various points possible for each assignment and percent of overall grade. A grade of B or better is required to pass the course.

Table 2 Assignment and Point Distribution

Assignment	Points/Percent
Math Discussions (5 entries x 10 points per entry)	50 total points possible/ worth 10% of overall grade

Math Lesson Observations (5 observations x 10 points each)	50 total points possible/ worth 10% of overall grade
Math Literacy Lesson Plans (5 lessons x 40 points each)	200 total points possible/ worth 40% of overall grade
FINAL PROJECT - MATH Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations (200 points)	200 total points possible/ worth 40% of overall grade
TOTAL POSSIBLE POINTS	500

Table 3 Distribution of Letter Grade to Percent and Points

Letter Grade	Percent	Points
A	90-100	450-500
B	80-89	400-449
C	70-79	350-399
D	60-69	300-349
F	59 and below	299 and below

Course Policies & Safety Issues

You are expected to maintain focus and engage in course content during the course Zoom sessions. You are expected to refrain from using cell phones for personal business during Zoom sessions. If you need to use your cell phone, please step away from the camera to do so.

For purposes of the class, course lectures and assignments may be recorded at times. These recordings are not to be shared with individuals who are not officially registered for the course. Material recorded should not be shared with individuals even after the course is complete. This is an ethical practice and as Interpreting students you are bound to upholding ethical standards consistent with the interpreting profession.

You are expected to maintain appropriate behavior during the semester when engaging in course related activities. At times, you will be in an environment where sensitive issues may arise. The [University Policy on Disruptive Classroom Behavior](#) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual.

Late and Make Up Work: If you miss a due date, please let the instructor know as soon as possible. Any assignment that was due to be submitted on a specific day should be emailed to the instructor or uploaded to Canvas as soon as possible. Work that is submitted later than one week past the due date will be graded with a 10% deduction due to late submission. Assignments submitted later than one week past the submission date may be accepted if absence was due to a serious and compelling reason. For serious and compelling reasons, please make arrangements with the instructor as soon as is feasibly possible.

Health and Safety: The campus recommends that all individuals who access any in-person program or activity (on-or off-campus) operated or controlled by the University follow COVID-19 vaccine recommendations adopted by the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) applicable to their age, medical condition, and other relevant indications and comply with other safety measures established by each campus.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL/WILL NOT* be available for your viewing. *FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Department Chair: Dr. Steven Skelton
Email: sskelton@mail.fresnostate.edu
Phone: (559) 278-2423

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course

sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is, they apply to in-person, hybrid, and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex,

which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve. If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State. Students can report incidents of alleged sexual misconduct to either or both of the following resources:

- Title IX and Clergy Compliance Office | fresnostate.edu/titleix | 559.278.5003
- Fresno State Police Department | fresnostate.edu/police | 559.278.8400
- Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734
- Students can access confidential support from two separate resources on campus: Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Course Calendar

Table 4 List of Assignments by Due Dates with Points Possible

Due Date	Assignment	Points
Sep 5	Math Discussion #1	10

Sep 5	Math Lesson Observation #1	10
Sep 5	Math Literacy Lesson Plan #1	40
Oct 3	Math Discussion #2	10
Oct 3	Math Lesson Observation #2	10
Oct 3	Math Literacy Lesson Plan #2	40
Nov 7	Math Discussion #3	10
Nov 7	Math Lesson Observation #3	10
Nov 7	Math Literacy Lesson Plan #3	40
Nov 7	Math Discussion #4	10
Nov 7	Math Lesson Observation #4	10
Nov 7	Math Literacy Lesson Plan #4	40
Nov 21	Math Discussion #5	10
Nov 21	Math Lesson Observation #5	10
Nov 21	Math Literacy Lesson Plan #5	40
Dec 12	FINAL PROJECT - MATH (Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations)	200
TOTAL POINTS POSSIBLE		500

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE
IN THE EVENT OF EXTENUATING CIRCUMSTANCES

Fall 2024 - CSDS 263 Tentative Course Schedule

The schedule is tentative and may be changed according to progress of the class and is at the discretion of the instructor. Changes will be announced via Canvas Announcements.

Table 5 Fall 2024 Tentative Course Schedule

DATES	TOPICS	ASSIGNMENTS
Aug 28 - Sept 5 Sept 2 - Labor Day No School	MODULE 1 • Introduction to Course • Lesson Planning • Disciplinary literacy (foundational skills) in American Sign Language: Vocabulary Builders (morphological awareness), Basic Math Signs, Math Concepts, Math Homework Help	• Read Syllabus • Review TPEs • Review Zoom Online Class Expectations Review different technology tools (Tutorials) Assigned Readings in Module 1 in Canvas Effective Technology Use in Math Class Math Topics in Deaf Education The following MODULE 1 Assignments Due by 9/5 at 11:59pm: • Math Discussion #1 • Math Lesson Observation #1 • Math Literacy Lesson Plan #1
Sept 6 - Oct 3	MODULE 2 • Math Pedagogy and progression of math topics: Disciplinary literacy in math: <i>Content counts!: Developing disciplinary literacy skills, K-6</i> • CCSS Math Exploration, • Universal Design Learning, and CA Dyslexia Guidelines • Traditional vs. Constructivist Supporting students with diverse needs	Assigned Readings in Module 2 in Canvas Five Ways of Assessing English Language Learners Without Tests The following MODULE 2 Assignments Due by 10/3 at 11:59pm: • Math Discussion #2 • Math Lesson Observation #2 • Math Literacy Lesson Plan #2 Due

Oct 4 - Nov 7 Note: This block has two separate sets of assignments so please plan accordingly.	MODULES 3 and 4 • Teaching Mathematical Concepts, Number Concepts and Number Sense • Disciplinary literacy in math: <i>Engaging students in disciplinary literacy, K-6: Reading, writing, and teaching tools for the classroom; Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms</i> • Using Mathematical Discourse: Teaching Mathematical Operations, Whole Number Fractions, Decimals, Patterns, Integers, Basic Algebraic Concepts, Basic Geometry Concepts	Assigned Readings in Canvas The following MODULE 3 and 4 Assignments Due by 11/7 at 11:59pm: • Readings in Math Literacy and Disciplinary Literacy • Reading: California Dyslexia Guidelines • Mathematical Language Development and Access for English Learners • How to Support Math Students with the UDL Principles • Math Discussion #3 including strategies based on the CA Dyslexia Guidelines • Math Lesson Observation #3 • Math Literacy Lesson Plan #3 including the CCSS, the UDL, and the CA Dyslexia Guidelines • Math Discussion #4 • Math Lesson Observation #4 • Math Literacy Lesson Plan #4 including the CCSS, the UDL, and the CA Dyslexia Guidelines
Nov 6 - Nov 14 Nov 11 - Veteran's Day No School	MODULE 5 • Teaching Probability and Basic Statistical Concepts • Disciplinary literacy in math: <i>Understanding by design guide to creating high-quality units</i> • Math and Technology	Assigned Readings in Canvas The following MODULE 5 Assignments Due by 11/14 at 11:59pm: • Readings in Math Literacy and Disciplinary Literacy • Five Math Intervention Strategies for MTSS/RTI • Strategies for Teaching Students with Dyscalculia/Dyslexia • Math Discussion #5 including the MTSS • Math Lesson Observation #5 • Math Literacy Lesson Plan #5 including the CCSS, the UDL, MTSS, and the CA

		Dyslexia Guidelines
Nov 18 - Dec 12 Nov 25 - 29: Thanksgiving Break No School	FINAL PROJECT Theme, Description of Students and Diverse Needs, Lesson Planning, and IEP Considerations as follows: 1. Grade Level 2. Math Theme 3. Class setup: technology used, centers set up, instructional style, curriculum used	FINAL PROJECT • Math Theme • Description of Students and Diverse Needs • Lesson Planning • IEP Considerations Final Project Due by Dec 12 at 11:59 pm

	4. Description of students (this is to be detailed and can be hypothetical, or created from real students you know, <u>do not</u> use real student You may use initials or create pseudo names) 5. 3 lesson plans, with each including the following elements: the CCSS, lesson plan objective, materials needed, multiple options for differentiated instruction with specific regard to the UDL, the Dyslexia Guidelines, and/or the MTSS and an assessment of skill. 6. 3 lessons in which a math skill is integrated into a real-world concept or at least one in the form on integrating math with another core content area and other involving literacy as in disciplinary literacy inquiry. 7. Considerations for students who are deaf or hard of hearing, reflection about how to meet the needs of diverse learners. 8. Activities and IEP considerations for math literacy. 9. Supplemental materials that would complement the lesson. 10. A teacher-made assessment tool for the lesson.	
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