**FRESNO STATE**

**CSDS 263 Fundamentals of Teaching Mathematics Literacy to DHH Students Syllabus**
Fall 2024

## Instructor Information

Instructor Name: TBD
Department: Communicative Sciences and Deaf Studies
Email / Telephone: TBD
Office: Virtual meeting
Student Support Hours: By appointment

## Course Information

**Course Modality**: This course is an asynchronous online course. At times, class may meet online, as needed. Sessions will be recorded for students who are not able to attend.
**Course ID**:
**Units**:
**Class Meeting Location & Time**: (zoom link if applicable)
**Canvas**: fresnostate.instructure.com
**Course description**: This course is designed to provide instruction in pedagogical strategies/methods/approaches for teaching math concepts such as number systems, math reasoning, problem solving, basic algebra, geometry, probability, and statistical concepts to deaf and hard of hearing students. Integration of math with other core content areas will also be covered.

## Required Course Materials

Assigned reading will be posted in Canvas.

You will be required to conduct research and locate peer reviewed articles throughout the semester. Those articles can be obtained from the Henry Madden Library. https://library.fresnostate.edu/

## Course Specifics

**Course goals:** Teacher candidates will develop instructional practices for teaching mathematics concepts to deaf and hard of hearing students in a variety of educational settings. Teacher candidates will learn to create dynamic math lessons which promote DHH students to work towards the state standards. Teacher candidates will explore lesson plans covering math concepts such as number systems, reasoning, problem solving, basic algebra, geometry, probability, and statistical concepts. DHH students will

understand how accommodations and modifications can be utilized to meet the diverse and individualized learning needs, including deaf students with additional special needs. DHH students will explore a variety of ways to integrate math into other core content areas.

**Course Requirements/Assignments:**
Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing. Candidates submit evidence of work from activities, modules for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs).  *Introduced, Practiced, Assessed (IPA)

| Key Course Goals and Learning Outcomes | TPEs/IPA* | Assignment where 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 which maximize learning of mathematics for deaf and hard of hearing students, 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) | Math Lessons |
| 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. | 7.6 (I,P,A), 7.8, (I,P,A) 7.9 (I,P,A) | Math Literacy Lesson Plan |
| Teacher candidates will 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 deaf and hard of hearing learners. | 2.4 (I), 2.5 (I,P), 3.6 (I,P,A), 3.7 (I,P,A), 4.4 (I,P,A), 4.6 (I,P) | Math Discussions |
| Teacher candidates will develop an understanding of | 3.1(I,P,A), 3.2 (I,P,A), | Math Lessons |

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| 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. | 3.3 (I,P,A), 3.4 (I,P,A), 3.5 (I,P,A), 3.8 (I,P,A), 4.3 (I,P,A) | |

DISCOVERY.   DIVERSITY.   DISTINCTION.

# Course Assignments

Assignment – Math Lesson Plan (Possible points =
1. Create a math and literacy integrated lesson plan that incorporates UDL principles (7.1, 7.2). This lesson plan will become part of your Interdisciplinary Inquiry Unit.

Be to incorporate the following:

-grade level and its literacy and math standards (3.1, 8.1)

-a math topic for students to explore (3.2, 7.9)

-develop children's abilities to make sense of problems, persevere, reason abstractly, construct viable arguments, model with math,use tools strategically, attend to precision, make use of structure, express regularity in repeated reasoning, make and test conjectures, and recognize relationships within and among concepts (8.4)

-integrate reading, writing, listening, and speaking in discipline-specific ways (7.9)

-build on students' background knowledge & hook students' interest in topic, fostering positive attitudes toward math (7.3, 7.6, 8.3)

-a variety of informational texts & inputs/media (typically at least one trade book) (7.6)

-vocabulary to be taught (7.7)

-multimodal strategies for teaching the vocabulary (auditory, visual, kinesthetic) (7.4)

-visuals/models/realia needed *for* student understanding (7.6)

-How can we incorporate student talk, questioning, hands-on experiences, explorations, physical movement, games, chants, songs, plays, puppet shows, storytelling, books, poetry, oral storytelling, drawing, writing, and art to captivate children's attention and enhance their understanding of print, sound manipulation, and alphabet letters? (7.4, 7.5, 7.8)

-create conditions for students to engage, talk, practice, explore, investigate, and create

-What specific activities or strategies will you employ to ensure students can decode words effectively in complex texts? (7.5)

-How will you facilitate the expansion of students' vocabulary and syntactical knowledge through your lessons?  Provide examples of how you will introduce and practice new vocabulary and complex sentence structures within the context of your unit.(7.5)

-What strategies will you implement to develop students' cognitive skills (e.g. inferencing, summarizing, analyzing)? Discuss how these skills will be scaffolded in your lessons to aid in understanding and expressing complex disciplinary content. (7.5)

-create space to listen to students and further their understanding

-ways to differentiate the lesson to accommodate student needs (7.2, 7.3, 8.5)

-how you will support positive student interactions among peers (8.7)

-ways to ask thought provoking questions that lead to deeper understanding (8.6)

-incorporate integrated ELD to help multilingual students interact in meaningful ways (7.11)

-how you will assess each student's understanding of the content (multimodal outputs - student talk, drawing, writing, multimedia art, physical movement/act out, chant, song, build, digital tools) (5.1, 7.10)

-Find out what questions still exist after the lesson and build on those for the next lesson (7.10)

0. Use the UDL lesson format to guide you, ensuring you are providing differentiated instruction and opportunity to meet diverse student needs. (7.2, 8.2)
0. Include a reading fluency activity that involves reading of a selected passage. The passage should include words and structures that exemplify specific spelling patterns, syllable combinations, meaningful word parts (morphology), and sentence structures (syntax) relevant to the cross-disciplinary topic being explored. (7.5)
0. Implement the lesson in the grade level specified. (7.1, 7.2)
0. Reflect on the lesson and summarize your reflections. (6.1) Be specific in detailing challenges, what worked well, what didn't work, and how you might change the lesson if you implemented it again.

**Rubric for Math Lesson Plan**

| TPE | Does Not Meet Criteria (0 Points) | Progressing Towards Expectations (1 Point) | Meets Expectations (2 Points) |
| --- | --- | --- | --- |
| TPE 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 Preschool Learning Foundations; the themes of the English Language Arts/English | 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. | 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. | The candidate 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. |

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| **Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.** | | | |
| **TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction,** | **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.** | **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.** | **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** |

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| recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs. Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems. | | | developmentally appropriate instruction to meet student needs. |
| TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their | Candidate does not incorporate a variety of informational texts and inputs or visuals/models/realia needed for student understanding in the lesson plan. | Candidate minimally incorporates informational texts and inputs or minimally incorporates visuals/models/realia needed for student understanding in the lesson plan. | The candidate incorporates a variety of informational texts, inputs, media, visuals, models, and realia needed *for* student understanding in the lesson plan. |

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| cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. | | | |
| **7.9 Content Knowledge.** **Promote children's content knowledge by engaging** | **Candidate does not create a literacy and math based inquiry lesson that promotes math content** | **Candidate creates a literacy and math based inquiry lesson that promotes general math content** | **Candidate creates a literacy and math based inquiry lesson that promotes specific math content** |

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| children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship. | knowledge or does not incorporate reading, writing, listening, and speaking. | knowledge or minimally incorporates elements of reading, writing, listening, and speaking. | knowledge and incorporates reading, writing, listening, and speaking. |
| Demonstrate and apply knowledge | Candidate does not use assessments or | Candidate uses minimal | Candidate clearly uses a range of |

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| of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.<br><br>TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including | the assessments are not developmentally and linguistically appropriate and culturally responsive. | developmentally and linguistically appropriate and culturally responsive assessments or candidate does not articulate the purpose for each assessment. | developmentally appropriate, culturally responsive, and linguistically appropriate classroom assessments to inform instructional decision making and articulates the purpose for each assessment. |

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| **children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.** | | | |

**Grading policy:**

Grades will be calculated based on the total amount of points earned.

Please see below for a list of assignments, various points possible for each assignment, and percent of the overall grade.

A grade of B or better is required to pass this class.

*Table 1 Assignment and Point Distribution*

| Assignment | Points |
|---|---|
| Math Discussions | 40 |

| Assignment | Points |
|---|---|
| (4 entries x 10 points per entry) | |
| Math Lesson Observations<br>(5 observations x 10 points each) | 50 |
| Math Lessons<br>(5 observations x 40 points each) | 200 |
| TK-3 Math Lesson Plan (including TPE 7) | 10 |
| FINAL PROJECT - MATH (Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations) (200 points) | 200 |
| **TOTAL POSSIBLE** | **500 POINTS** |

*Table 2 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 |

**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. In the event that there is a Zoom session, it will be optional, and will be recorded for all to access.

# 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 call 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 course of 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. If you are absent from class, it is your responsibility to check on announcements made while you are away.

Please review University Policies to ensure coherence with any classroom policies and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

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.

Classroom disruptive is zero tolerance. Please review the University Policy on Disruptive Classroom Behavior.

***The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information***

**Vaccination:**
The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a

booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

**Face Coverings:**
Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments***.

**Testing:**
The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available. Students will still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free [COVID-19 test](#) options are offered by the Fresno County Department of Public Health.

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.

*The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.*

**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 they refuse 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 NOT be available for your viewing.

**Supplemental Instruction (for courses with Supplemental Instruction, the following statement is recommended by the Learning Center):**
Supplemental Instruction (SI) is provided for all students enrolled in this course who want to improve their understanding of the material. SI sessions are led by a student who has already mastered the course material and been trained to facilitate group sessions where students can meet to compare class notes, review and discuss important concepts, develop strategies for studying, and prepare for exams. The SI leader attends this class and communicates regularly with the instructor to ensure that accurate information is given. Attendance at SI sessions is free and voluntary for any student enrolled in this course. Students may attend as many times as they choose.

The Supplemental Instruction (SI) leader and SI schedule for this class are below:

> Name: TBA
> Email:  TBA
> SI sessions schedule: TBA

**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.

> Chair's name: Dr. Steven Skelton
> Department name: Communicative Sciences and Deaf Studies
> Chair's email: sskelton@mail.fresnostate.edu
> Department phone number: 559-287-2423

**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 priOcty 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).

**Financial Aid Satisfactory Academic Progress Standards and Appeals Process:**
https://studentaffairs.fresnostate.edu/financialaid/policies/sap/index.html

**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.

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 Clery Compliance Office | [titleix.fresnostate.edu](#) | 559.278.5003
Fresno State Police Department | [fresnostate.edu/police](#) | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | [fresnostate.edu/survivoradvocate](#) | 559.278.6796

Counseling Services | [fresnostate.edu/health/counseling](fresnostate.edu/health/counseling) | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the [Concern & Action Guide](Concern & Action Guide).

**Emergency Information:**
In the event of an emergency, everyone in the campus community becomes a partner in the response. To ensure you are prepared and remain calm you must make yourself familiar with campus protocols. To contact the Fresno State Police Department call 559.278.8400 from your cell phone or 911 from a campus phone. Prior to an emergency, assess your environment for options depending on the emergency. Identify all possible exit routes, in an emergency always use the closest most safe exit. Once you exit the building go to the predetermined evacuation assembly point, if that is unavailable then go to an open safe space away from the emergency. Identify where and how you can secure yourself inside if you need to shelter in place or hide from a threat. Be prepared to help guide those around you and assist individuals who may be in need. Additional information can be found at [www.fresnostate.edu/emergency](www.fresnostate.edu/emergency)

# University Services
The following University services can be found on the web at:
- [Associated Students, Inc.](Associated Students, Inc.)
- [Students with Disabilities](Students with Disabilities)
- [Dream Success Center](Dream Success Center)
- [Library](Library)
- [Learning Center Information](Learning Center Information)
- [Student Health and Counseling Center](Student Health and Counseling Center)
- [Academic Success Coaching](Academic Success Coaching)
- [Survivor Advocacy](Survivor Advocacy)
- [Writing Center](Writing Center)

# Subject to Change Statement
THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

# Course Calendar

| Due Date | Assignment | Points |
|---|---|---|
| Sep 8 | Math Discussion #1 | 10 |
| Sep 8 | Math Lesson Observation #1 | 10 |
| Sep 8 | Math Lesson #1 | 40 |
| Oct 6 | Math Discussion #2 | 10 |
| Oct 6 | Math Lesson Observation #2 | 10 |
| Oct 6 | Math Lesson #2 | 40 |
| Nov 3 | Math Discussion #3 | 10 |
| Nov 3 | Math Lesson Observation #3 | 10 |
| Nov 3 | Math Lesson #3 | 40 |
| Nov 3 | Math Discussion #4 | 10 |
| Nov 3 | Math Lesson Observation #4 | 10 |
| Nov 3 | Math Lesson #4 | 40 |
| Nov 17 | Math Literacy Discussion #5 | 10 |
| Nov 17 | Math Literacy Lesson Observation #5 | 10 |
| Nov 17 | Math Literacy Lesson #5 | 40 |
| Dec 10 | FINAL PROJECT - MATH (Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations) | 200 |
| | **TOTAL POINTS POSSIBLE** | **500** |

# Fall 2024 Tentative Course Schedule

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

| Date | Topic | Reading Assignment |
|---|---|---|
| Aug 21 – Sept 8<br><br>*Sept 2 – Labor Day No School* | Introduction to Course MODULE 1<br><br>Lesson Planning | Read Syllabus Review TPEs<br>Review Zoom Online Class Expectations<br>Review different technology tools (Tutorials)<br><br>Assigned Readings in Module 1 in Canvas<br><br>Math Topics in Deaf Education Fundamental |

| Date | Topic | Reading Assignment |
|---|---|---|
| | | Math Vocabulary in ASL ASL number systems<br><br>**The following MODULE 1 Assignments Due by 9/8 by 11:59pm**<br> **Math Discussion #1**<br>**Math Lesson Observation #1 Math Lesson #1** |
| Sept 9 – Oct 6 | MODULE 2<br><br>Math Pedagogy and progression of math topics<br><br>CCSS Math Exploration<br><br>Traditional vs. Constructivists Perspectives<br><br>Supporting students with diverse needs | Assigned Readings in Module 2 in Canvas<br><br>**The following MODULE 2 Assignments Due by 10/6 by 11:59pm**<br>**Math Discussion #2**<br>**Math Lesson Observation #2 Math Lesson #2** |
| Oct 7 – Nov 3<br><br>*Note: This block has two separate sets of assignments . Please Plan accordingly!* | MODULE 3<br><br>Teaching Mathematical Concepts, Number Concepts and Number Sense<br><br>Using Mathematical Discourse<br><br>Teaching Mathematical Operations<br><br>Teaching Whole Number, Fractions, Decimals | Assigned Readings in Canvas<br><br>**The following MODULE 3 Assignments Due by 11/3 by 11:59pm**<br>   **Math Discussion #3**<br>   **Math Lesson Observation #3**<br>   **Math Lesson #3**<br><br>   **Math Discussion #4**<br>**Math Lesson Observation #4 Math Lesson #4** |

| Date | Topic | Reading Assignment |
|---|---|---|
| | Teaching Mathematical Patterns<br><br>Teaching Integers<br><br>Teaching Basic Algebraic Concepts<br><br>Teaching Basic Geometry Concepts | |
| Nov 4 – Nov 17<br><br>*Nov 11 Veteran's Day No School* | MODULE 4<br><br>Teaching Probability and Basic Statistical Concepts | Assigned Readings in Canvas<br><br>**The following MODULE 4 Assignments Due by 11/17 by 11:59pm**<br>   **Math Literacy Discussion #5**<br>   **Math Literacy Lesson Observation #5**<br>   **Math Literacy Lesson #5** |
| Nov 18 – Dec 10<br><br>*Nov 25 – 29 Thanksgiving Break No School* | FINAL PROJECT<br><br>(Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations) | **Work on FINAL PROJECT – MATH (Theme, Description of Students and Diverse Needs, Lesson Planning, IEP Considerations)**<br><br>*Final Project Due on Dec 10 by 11:59 pm*<br><br>*Last Day of Fall 2024 Instruction: Dec 10* |

*Finals Week Schedule*

| Finals week | Days | Dates |
|---|---|---|
| Final Exam Preparation & Faculty Consultation Days: | Thursday and Friday | Dec 12 and 13 |
| Final Semester Examinations | Monday – Thursday | Dec 16 to 19 |

DISCOVERY.    DIVERSITY.    DISTINCTION.

| Finals week | Days | Dates |
|---|---|---|
| Final Exam in this course | | |