

SYLLABUS OUTLINE

AUBURN UNIVERSITY SYLLABUS Fall 2011

Marilyn Strutchens
Haley 2456
Thursdays, 8:00 a.m. - 09:30 a.m.

1. **Course Number:** CTSE 7970
2. **Course Title:** Mathematics Education Seminar: Writing about TEAM-Math Part IV, The Common Core State Standards Initiative, Mathematics Learning Communities, and Other Issues in Mathematics Education
3. **Credit Hours:** Hours may vary from 1-3.
Prerequisites: None
Corequisites: None
4. **Date Syllabus Prepared:** August 24, 2011 by Marilyn E. Strutchens
5. **Texts or Major Resources:** Articles from education journals and other resources.
6. **Course Description:** This seminar is a follow-up to previous seminars that focused on writing about TEAM-Math components and the related literature. We will also focus on topics related to the following issues: The Common Core State Standards Initiative, Mathematics Learning Communities and other issues in mathematics education.
7. **Course Objectives:** The goal of the course is for participants to write articles related to the different components of a systemic change project (TEAM-Math) and look at current issues related to teaching and learning high school mathematics.

8. **Course Content and Schedule:**

Date	Article Topics	Presenters
August 25, 2011	<ul style="list-style-type: none">• Introductions• Overview of the Seminar• Update on Common Core State Standards for Mathematics Initiatives• APLU/ SMTI CCSS-M Initiative	Strutchens & Martin
September 1, 2011	<ul style="list-style-type: none">• Discussion of Mathematics Learning Communities	Strutchens & others
September 22, 2011	<ul style="list-style-type: none">• Graduate level Elementary Mathematics Content Courses• Secondary Capstone Mathematics Courses	Stuckwisch & Martin
October 6, 2011	<ul style="list-style-type: none">• Revisiting The Role of Mathematicians Examining• Teachers Content and Pedagogical Content Knowledge of Geometry	Stuckwisch, Govil, Albrecht, & Brice
November 3, 2011	<ul style="list-style-type: none">• TBA	Calvin McTier
November 17, 2011	Elementary Mathematics Specialists	Strutchens
December 1, 2011	<ul style="list-style-type: none">• CCSS-M & Textbook Adoption	Martin & others

- **Course Requirements/Evaluation:** Students enrolled in CTSE 7970, should:
 - Co-lead at least one session.
 - Prepare a final five-page paper summarizing what they have learned in the seminar.
- **Class Policy Statements:**
 - + **Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.
 - + **Attendance/Absences:** Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.
 - + **Unannounced quizzes:** There will be no unannounced quizzes.
 - ++ **Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
 - ++ **Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
 - ++ **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality
 - + **Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.
- **Justification for Graduate Credit (for Graduate Credit Only)**