Methods of Teaching Secondary Mathematics
SEU 323
Fall 2014 • Prof. Schaeffer

COURSE DESCRIPTION
This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures applicable to the teaching of secondary school mathematics. Students will learn how to plan effective lessons, implement both state and national standards for mathematics, use appropriate technology, and prepare appropriate assessment instruments. In addition to completing written assignments, students will teach sample lessons to their peers and perform twenty hours of observation/service in the field.

COURSE OBJECTIVES
Throughout this course, the student will:
(1) develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course (IDEA Objective 4); and
(2) develop skills in expressing oneself orally or in writing (IDEA Objective 8).

By the end of this course, the student will be able to:
(a) plan effective daily lessons for teaching the various branches of secondary mathematics;
(b) plan longer units for teaching secondary mathematics;
(c) use correct mathematical terminology;
(d) explain topics in mathematics clearly and concisely;
(e) select intelligently and use wisely a variety of appropriate methods in the classroom, including lecture, cooperative learning, individualized instruction, and technology;
(f) lead the student through a logical development of mathematics so that his/her performance in the subject is based upon understanding and not just memorization of a sequence of steps;
(g) select appropriate forms of assessment and use the results of those assessments to inform instruction;
(h) think through mathematics as the student does;
(i) inspire and motivate students to appreciate the place of mathematics in today’s world and its beauty and usefulness as well as its limitations; and
(j) become a lifelong learner.

TEXTBOOKS
Teaching Secondary Mathematics, Eighth Ed. and Principles and Standards for School Mathematics

COVERAGE
Chapter 1: The Challenge of Teaching.
Chapter 2: Long-Range and Short-Range Planning.
Chapter 3: Teaching More Effective Lessons.
Chapter 5: Using Technology to Enhance Mathematics Instruction.
Chapter 6: Assessment.
(For a complete list of topics, go to my Web site and view the complete course syllabus.)

CONTACT INFORMATION
Office: Lytle 262; Phone: 610-683-4419 (Office) 610-373-3333 (Home)
e-mail: schaeffe@kutztown.edu
Web site: http://faculty.kutztown.edu/schaeffe
OFFICE HOURS
Tu 5:00–6:00; W 4:00–5:30; Th 3:00–5:30 (also other times by appointment)

ASSESSMENT
The course and subsequently the student’s grade will comprise the following components (the percentage in parentheses signifies the portion of the final grade to be determined by that component):

Written Assignments (20%), largely based on readings from the assigned texts.
A Bulletin Board (10%).
Two “Lessons” (20%) taught to the rest of the class.
Three Reviews (5%) of articles from professional journals in the field.
Two Reflective Papers (5%) on Observation/Service Hours
Research Paper (10%) on an appropriate, related topic of the student’s choosing, chosen with the advice and consent of the instructor.
Mid-Term Exam (10%).
Final Exam (20%).

GRADING SYSTEM
Based on points, each item weighted according to its significance. Precise cutoff scores for letter grades will be determined at the end of the semester, but will essentially follow the standard 60-70-80-90 model, according to the general rubric below (some assignments will have a more detailed rubric):

90-100% Exemplary Response
80-89% Superior Response
70-79% Satisfactory Response
0-69% Unsatisfactory Response

ATTENDANCE
As in all university classes, your attendance is expected. Activities have been planned for which your attendance is necessary. In short: You miss, you lose! You will be permitted to make up missed work only for those absences for which you have University-approved written excuses.

ACADEMIC DISHONESTY (including Plagiarism)
At a minimum, you will receive a “0” on the applicable graded activity. Additionally, the instructor reserves the right to invoke the sanctions set forth in the Academic Dishonesty Policy (as printed in The Key).

ACCOMMODATIONS
If you have already disclosed a disability to the Disability Services Office (215 Stratton Administration Building) and are seeking accommodations, please feel free to speak with me privately so that I may assist you. If you have an injury sustained during military service including PTSD or TBI, you are also eligible for accommodations under the ADA and should contact the Disability Services Office.