Course Description: This course provides an opportunity for candidates to work with small groups of middle schools students. Candidates deliver activities based on the underlying principles of mathematics. Candidates use Common Core Standards and Principles and Standards for School Mathematics from the National Council of Teachers of Mathematics (NCTM).

Course Rationale and Relationship to the Teacher Education Program: This is not a required course. It gives candidates additional opportunities to develop skills as math teachers.

Conceptual Framework: The School of Education’s Conceptual Framework—Professionalism in Service of Social Justice—is exemplified within the context of this course. It is the goal of this course to help you become excellent math teachers. Since algebra is the key to higher education, the foundation work that you do in mathematics will assist all students to achieve their highest potential.

STANDARDS

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

IDEA Objectives

1. Learning fundamental principles, generalizations, or theories
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Gaining a broader understanding and appreciation of intellectual/cultural activity (math.)

DIVERSITY

Issues of diversity (socio-economic, ethnic, exceptionalities, and gender) are addressed through instructional methodology, assessment and technology. Teacher candidates study mathematics contributions made by a wide array of mathematicians.
TECHNOLOGY

Teacher candidates learn how to integrate productivity tools on the computer into mathematics instruction. They learn how to use spreadsheets to solve problems and improve student understanding of algebra. Teacher candidates view videotapes of students responding to high quality instruction. Candidates are expected to use the internet to find and use excellent mathematical sites such as http://www.forum.swarthmore.edu/; to research historical information about mathematics topics; http://www.history.mcs.st and http://www.ac.uk/~history/; and to make connections with mathematics and other topics such as art at http://library.thinkquest.org/16661/, the tessellations of M. Escher.

METHOD OF ASSESSMENT

Students are assessed on participation @ 50% and implementation of MathTEAMS curriculum 50%

Grade Assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>93-94%</td>
</tr>
<tr>
<td>B+</td>
<td>91-92%</td>
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<tr>
<td>B</td>
<td>87-90%</td>
</tr>
<tr>
<td>B-</td>
<td>85-86%</td>
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<tr>
<td>C+</td>
<td>83-84%</td>
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<tr>
<td>C</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>78-79%</td>
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<tr>
<td>D</td>
<td>77-70%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

Dispositions

Professionalism will be assessed in this class.

Rubric

<table>
<thead>
<tr>
<th>Undergraduate comes well prepared.</th>
<th>Undergraduate comes under prepared.</th>
<th>Undergraduate comes poorly prepared.</th>
<th>Undergraduate does not attend class</th>
</tr>
</thead>
</table>
Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: http://www.luc.edu/sswd/register.shtml

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline
I also couldn’t find the Electronic Communication Policies & Guidelines and the Dispositions statement:

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf