Center for Professional Development
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
(800) 372-5505
http://ce.fresno.edu

Independent Study Course Syllabus

Course Number: MAT 905

Course Title: Basic Facts of Multiplication and Division

☐ Online X Distance Learning

Instructor: Dianne Young **Course Author/Developer**: Carol Gossett **Phone number:** 559-734-7781 **Email:** mdy@fpu.edu	**Units: 3** **Grade Level: 3**

Course Description

MAT 905 *Basic Facts of Multiplication and Division* is a standards-based methods course which offers third grade teachers a guide for designing a learning experience for their students which focuses on the memorization of the basic facts in multiplication and division and the application of computation through problem solving. Materials and activities included in this class have been developed to provide teachers with concrete, pictorial, and abstract experiences to help students construct an understanding of basic facts. Over 100 math focused tasks directly tied to specific Common Core State content standards are presented for students to experience individually, in small learning groups, or with the whole class are included in the course materials. The assignments may be completed with or without student participation. Built into the course requirements, are several contacts between the course instructor and the student via email. Focused questions are addressed and assistance is offered through these contacts between the instructor and student.

Creating a learning environment that supports the development of understanding math concepts for our young learners is as critical as the choice of curriculum expectations. If lessons are developed to encourage and promote understanding, children will learn that mathematics makes sense and is applicable to their everyday needs. Children need to learn that mathematics makes connections and is related to many other disciplines.

This course is designed to help teachers of elementary children establish a classroom that is supportive of an active, meaning-based approach to the teaching and learning of mathematics. It is hoped that this course will give teachers the information and support they need to create a positive and effective learning environment for their children.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Course Instruction Manual *by Carol Gossett, (on course CD) contains background information, and practice lessons in computation problem solving formats, links to Common Core State Math Standards, course assignments; including descriptions of classroom activities and reflective writing assignments, and more to help you complete this course..*

Basic Computation Books E and F *contains blackline masters for use by students for practice of the basic facts. (on course CD)*

A variety of learning games *are included to reinforce the basic facts of multiplication and division using a problem solving format.*

Online Resources – Additional course materials will be provided as direct links to relevant online resources including articles, webinars, and other valuable materials which directly address and support course content in the Common Core State Standards. Further investigation by the student into the standards is encouraged through course assignments.

Technology Requirements:

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Requirements

Summary of Assignments (for detailed instructions please see Schedule of Topics and Assignments)

When you receive your course packet, please check to make sure you have received everything listed as part of the course materials. Contact your instructor to let her know you have received everything and to let her know if you have any questions regarding the course assignments, etc.

1. Read all course materials.
2. Locate the Common Core State Standards in Mathematics for your grade level.

3. Complete all reflective writing assignments.
4. Design a lesson plan (connected to a specific Common Core State Standard) which reflects techniques described in the course text to teach a math concept which ties to math content standards for the grade level you are teaching.
5. Design a Sequence of Instruction which offers a developmentally appropriate approach to the teaching of math skills addressed in this course.
6. Design a learning game which offers drill and practice of math skills addressed in this course through a child-centered and engaging format.
7. Present a series of activities included in the course materials to a group of students OR review and reflect on a series of activities included in the course materials.
8. Prepare a PowerPoint or Display Board and present to colleagues or parent group.
9. Reflect on your learning.

National Standards: COMMON CORE STATE STANDARDS IN MATHEMATICS – Third grade

Assignments contained in this course are closely aligned to the Common Core State Standards in Mathematics, and National and State Content Standards in Mathematics. Go to: http://www.corestandards.org/in-the-states to see if your state has adopted the Common Core State Standards. If your state has not adopted these standards, use the National Council of Teachers of Mathematics (NCTM) found at: **http://www.nctm.org** \

Teachers/students will make connections to activities included in this course to the following standards:

Common Core State Standards in Mathematics – Third Grade
Students will make connections to activities included in this course to the standards in the following Domains:

- Operations and Algebraic Thinking (3.OA)
    1. Represent and solve problems involving multiplication and division.
    2. Understand properties of multiplication and the relationship between multiplication and division.
    3. Multiply and divide within 100.
- Mathematical Practices
    1. Make sense of problems and persevere in solving them.
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and critique the reasoning of others.
    4. Model with mathematics.
    5. Use appropriate tools strategically.
    6. Attend to precision.
    7. Look for and make use of structure.
    8. Look for and express regularity in repeated reasoning.

Also applied are the **National Professional Teaching Standards** found at: http://www.nbpts.org. The following five areas are addressed throughout the course materials. Students are asked to apply these standards in their teaching practices.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experiences.
5. Teachers are members of learning communities.

Learning Objectives / Outcomes (Student Learning Outcomes SLO)

1.Students will identify, reflect on, and apply Common Core State Standards for the grade level they are teaching.
2.Students will apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom.
3.Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.
4.Students will design lesson plans which address a specific Common Core Standard for their grade level, which reflect the methods and techniques described throughout the course.
5.Students will reflect on their teaching.

Schedule of Topics and Assignments

Instructor Contact #1: As soon as you receive your course materials, please contact your course instructor. It will be important that you have taken the time to look over your course materials and the assignments so that you will be able to discuss any questions you might have prior to starting the course assignments. (25 points possible)

1. *Reflective Writing & Critical Thinking* - Read and reflect on the reading materials provided in the course materials. Within the reflection, discuss implications for your curriculum and teaching strategies in your classroom as it pertains to your school policy, classroom resources, and content standards. Relate these teaching practices to Best Practices and the Professional Teaching Standards listed in the Standards section above. (25 points possible) Minimum 2 pages. *(SLO 2,3&4)*

2. *Reflective Writing & Critical Thinking* – After reading all course materials, reflect on how this information might assist you in determining a plan of instruction for multiplication and division and the design of a child-centered and engaging curriculum plan based on specific student needs in your classroom. (25 points possible) Minimum 3 pages. *(SLO 2,3&4)*

3. *Connecting to Standards*

Go to: http://www.corestandards.org/the-standards and review the Common Core State Standards in Mathematics for the grade level you are currently teaching. Review the introduction and continue through the entire sections for this grade level. Identify specific standards in the areas of multiplication and division. Review these standards and the suggested instructional methods shared for these areas of mathematics. Reflect on these standards and give specific examples of how you plan to apply these standards in your curriculum. (25 points possible) (minimum 2 pages) *(SLO1)*

Keep this information for use later to be used in lesson plan assignments.

4. *Reflective Writing &Classroom Application* - Go to The Best Practices http://www.eed.state.ak.us/tls/frameworks2/teachers/math/primary/best/home.shtml and then to the Best Practices in Mathematics: http://www.eed.state.ak.us/tls/frameworks2/teachers/math/primary/best/research.shtml sites to explore this incredible resource for applying Best Practices in the classroom. At this website, study each area of each of the 10 sections listed. Click on each of the 10 areas for additional information. Give a brief overview of how you will apply these Best Practices in your mathematics curriculum plan. (25 points possible) (minimum 2 pages) Be ready to apply these teaching techniques/strategies to the lesson plans you will be writing in assignments to follow. *(SLO 2,3&4)*

5. *Classroom Application* - After reviewing the course materials, identify various activities that can be used to directly address multiplication and division standards for your grade level. Select a minimum of 10 different activities. Connect to one or more of the teaching strategies/techniques from Best Practices you reviewed earlier. Review Design a matrix (see sample below) that shows the various connections and plans. See sample Matrix on this CD. (50 points possible)

Common Core Standard	Name of Activity	Best Practices Teaching Strategy

Instructor Contact #2: As soon as you have completed the matrix above, please your instructor by emailing a copy of this assignment to her. She will review these completed forms and let you know whether or not you are on track and will answer any questions you might have. (25 points possible)

6. *Classroom Application* - After identifying the 10 activities above, select 5 to present to a group of students, and complete a Reflective Writing Form for each of these activities.

(Reflective Writing Forms are included in a separate file on the course CD) (50 points possible)

(Off Track students- teachers who are not currently in a classroom) review these activities– you do not need to teach these to a group of students – however you will need to review a total of 10 activities.) (50 points possible)

Describe how these activities connect to the Common Core State Standards and the Best Practices teaching strategies you reviewed earlier. *(SLO 1,2,3,&4)*

7. *Classroom Application & Critical Thinking* - Design one lesson plan (using the Lesson Plan Template included in a separate file on the course CD) to teach a math concept in an area of your choice from either the Common Core Standards for your grade level. Include the use of a children's literature selection that directly connects to the concept you are teaching. Implement the teaching strategies presented in the course text. Use the Thinking Skills Template (included on the course CD) to design discussion questions in each level of Thinking Skills within the lesson plans. Include the Best Practices strategies you are using as well. (75 points possible) *(SLO 1,2,3,&4)*

8. *Classroom Application* - Present 2 activities included in the text as learning games to a group of students. Reflect on the effectiveness of the format of games and how you would incorporate these in your math curriculum plan. These Learning Games can be found on the course CD. (25 points possible) *(SLO 2 &4)*

9. *Professional Application* - Prepare a PowerPoint presentation using a minimum of 10 slides that can be used to share with colleagues about your math learning environment; include teaching strategies, connections to standards, classroom set-up, Best Practices, and the hands-on teaching approach this course presents. OR prepare a Display Board that will inform parents about your math learning environment. (75 points possible) *(SLO 1,2,3,&4)*

10. *Reflective Writing* - Once you have presented the PowerPoint to colleagues, ask them to complete an evaluation form (included in course materials) to give you feedback on the presentation. Submit these forms and a summary of the results. OR after you have displayed the Parent information board for at least one week, write a summary of any discussions, comments, questions parents may have had regarding the information on the board. (25 points possible) *(SLO 3&4)*

11. Reflective Writing – To culminate this learning experience, describe how the guiding documents; Common Core Standards, Best Practices, Professional Teaching Standards, course text on learning environments, Levels of Thinking Skills, and the course lesson plan template all connect together. Describe any new learning or new connections you were able to make through the assignments in this course. (50 points possible)

Instructor Contact #3: As soon as you have completed your presentation, please contact your instructor by emailing a copy of the PowerPoint or photos of the presentation board you have designed. She will review this presentation and discuss the results of your presentation to colleagues or parents, and will answer any questions you might have. (25 points possible)

It is expected that students spend a minimum of 30 hours of study and preparation per unit. This is a 3 unit course; thus 90+ hours of study and preparation is required.

Evidence of Learning

Student Learning Outcomes (SLO)	Assignments SLOs are Measured	Connecting Standards To SLOs and Assignments	Evidence of Learning
1.Students will identify, reflect on, and apply Common Core State Standards for the grade level they are teaching.	*Assignments 3, 5, 6, 7, 8 and 10*	***Common Core State Standards Third Grade*** *Operations and Algebraic Thinking (3.OA)* ***Mathematical Practices***	Through student's written assignments (Reflective Writing Forms) which connect specific course activities to the Common Core State Standards, and other guiding documents. Through the student prepared Making Connections Curriculum Matrix Through a student prepared PowerPoint presentation which presents connections to the standards identified throughout the course.
2.Students will apply Best Practices and National Professional Teaching standards, through developmentally appropriate teaching strategies in their classroom.	*Assignments 4, 5, 6, 7, 8, 9, and 10*	***National Professional Teaching Standards*** Standards 1-5	Through student's written reflection on the implications of content presented throughout the course including school policy, classroom resources, course lessons, and the design of lesson plans.
3.Students will apply critical thinking skills and create opportunities for their classroom students to apply critical thinking skills.	*Assignments 1, 2, 4, 5, 6, 8, 10 and 11*	***Common Core State Standards Third Grade*** • Mathematical Practices	Through student's written reflections on the course readings and the implications for their curriculum and teaching strategies. Through the design of opportunities for their classroom students to use critical thinking skills by designing discussion questions based on the Thinking Skills template provided.
4.Students will design lesson plans which address a specific Common Core Standard for their	*Assignments 1, 2, 5, 7, and 9*	***Common Core State Standards Third Grade***	Through a student designed a lesson plan which addresses a specific Common Core State Math

grade level, which reflect the methods and techniques described throughout the course.		• Mathematical Practices	Standard for the third grade to teach multiplication and/or division which asks learners to apply two or more of the Mathematical practices within the CCSS. Through the student prepared Making Connections Curriculum Matrix
5.Students will reflect on their teaching.	*Assignments 1, 2, 4, 5, 6,7,8, 9, 10, and 11*	***National Professional Teaching Standards*** Standards 1-5	Through student's written assignments (Reflective Writing Forms) which connect specific course activities to the Common Core State Standards Through a student prepared PowerPoint presentation which presents connections to the Common Core Standards. Through a culminating reflection on the learning experience in this course.

Grading Policies and Rubrics

700 total points possible
630 – 700 = A
560 - 629 = B or Credit Grade
Below 560 points = no credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubric). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
Students successfully completing all assignments will earn a grade of **Credit** or where a letter grade is requested on the Grade Request form, a letter grade of **B** will be issued. Coursework falling short of a quality equaling a B will not receive credit.

Coursework is to be typed and in an organized, binder or folder format. Examples of classroom, student work or photos are welcomed but not required. Keep a copy of your coursework in the event something gets lost in the mail. If you would like your assignments returned, include a stamped, self-addressed envelope in which to do so. OR: If you prefer, assignments can be emailed to the instructor when all have been completed. Please include as many files as possible in a single email and follow up immediately with additional emails if more room is needed. Please place the course number: MAT 905 and your last name in the Subject area of the emails.

GRADING RUBRIC for Evaluating Assignments

Assignment	**Student Learning Outcomes (SLO)**	**Below Standard/ No Credit** Submissions receiving below standard scores will be required to be resubmitted in order to receive a passing grade.	**Standard credit/B**	**Superior/A**
Reflective Writing & Critical Thinking - Read and reflect on the reading materials provided in the course materials. Within the reflection, discuss implications for your curriculum and teaching strategies in your classroom as it pertains to your school policy, classroom resources, and content standards. Relate these teaching practices to Best Practices and the Professional Teaching Standards listed in the Standards section above. (25 points possible) Minimum 2 pages. *(SLO 2,3&4)*	*SLO 2,3, 4 and 5*	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Page requirements were not met. • Incomplete submission of most items, vague and/or superficial information.	(20-21 points) • 80-89% of the key elements of the assignment are covered in a substantive way; • Page requirements met. • Lacks full development of concepts. Beginnings of critical thinking; submission tends to simply summarize reading materials. Could be improved with more analysis and critical thinking.	(22-25 points) • 90-100% of the key elements are covered in a substantive way; • Page requirements met • Demonstrates critical thinking, complete, accurate, and concise reflections, good grammar and spelling.
Reflective Writing & Critical Thinking – After reading all course materials, reflect on how this information might assist you in determining a plan of	*SLO 2,3, 4 and 5*	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered.	(20-21 points) • 80-89% of the key elements of the assignment are covered in a substantive	(22-25 points) • 90-100% of the key elements are covered in a substantive way;

instruction for multiplication and division and the design of a child-centered and engaging curriculum plan based on specific student needs in your classroom. (25 points possible) Minimum 3 pages. *(SLO 2,3&40*		• Page requirements were not met. • Incomplete submission of most items, vague and/or superficial information.	way; • Page requirements met. • Lacks full development of concepts. Beginnings of critical thinking; submission tends to simply summarize reading materials. Could be improved with more analysis and critical thinking.	• Page requirements met • Demonstrates critical thinking, complete, accurate, and concise reflections, good grammar and spelling.
Connecting to Standards Go to: http://www.corestandards.org/the-standards and review the Common Core State Standards in Mathematics for the grade level you are currently teaching. Review the introduction and continue through the entire sections for this grade level. Identify specific standards in the areas of multiplication and division. Review these standards and the suggested instructional methods shared for these areas of mathematics. Reflect on these standards and give specific examples of how you plan to apply these standards in your curriculum. (25	*SLO 1*	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Page requirements were not met. • Incomplete submission of assignment.	(20-21 points) • Adequate connections to grade level standards were submitted through examples of how student will apply the standards in classroom curriculum. • Lacking in multiple examples of application of the standards. • Page requirements met.	(22-25 points) • Strong connections to grade level standards were submitted through multiple examples of how student will apply the standards in classroom curriculum. • Page requirements met.

points possible) (minimum 2 pages) *(SLO1)* Keep this information for use later to be used in lesson plan assignments.*)*				
Reflective Writing &Classroom Application - Go to The Best Practices http://www.eed.state.ak.us/tls/frameworks2/teachers/math/primary/best/home.shtml and then to the Best Practices in Mathematics: http://www.eed.state.ak.us/tls/frameworks2/teachers/math/primary/best/research.shtml sites to explore this incredible resource for applying Best Practices in the classroom. At this website, study each area of each of the 10 sections listed. Click on each of the 10 areas for additional information. Give a brief overview of how you will apply these Best Practices in your mathematics curriculum plan. (25 points possible) (minimum 2 pages) Be ready to apply these teaching techniques/strategies to the lesson plans you will be writing in assignments to follow. *(SLO 2,3&4)*	*SLO 2,3, 4 and 5*	(Less than 20 points) • Less than 80% of the key elements of the assignment are covered. • Incomplete submission of most items, vague and/or superficial information.	(20-21 points) • 80-89% of the key elements of the assignment are covered in a substantive way; • Lacks full development of concepts. Beginnings of critical thinking; submission tends to simply summarize reading materials. • Could be improved with more analysis and critical thinking.	(22-25 points) • 90-100%of the key elements are covered in a substantive way; • Demonstrates critical thinking, complete, accurate, and concise reflections, good grammar and spelling. • 10 Best Practices Sections were addressed.

Classroom Application - After reviewing the course materials, identify various activities that can be used to directly address multiplication and division standards for your grade level. Select a minimum of 10 different activities. Connect to one or more of the teaching strategies/techniques from Best Practices you reviewed earlier. Review Design a matrix (see sample below) that shows the various connections and plans. See sample Matrix on this CD. (50 points possible)	*SLO 1, 2,3, 4 and 5*	(Less than 40 points) • Less than 80% of the major concepts for the assignment were defined. • Less than 8 activities were reviewed with few connections to the Common Core Standards. • Few extensions/revisions were presented.	(40-44 points) • All major concepts for the assignment were defined. • 10 activities were reviewed with connections to the Common Core Standards. • Some extensions/revisions were presented.	(45-50 points) • All major concepts for the assignment were met. • 10 activities were reviewed with strong connections to the Common Core Standards. • Creative and appropriate extensions/revisions were presented to meet the needs of students.
Classroom Application - After identifying the 10 activities above, select 5 to present to a group of students, and complete a Reflective Writing Form for each of these activities. (Reflective Writing Forms are included in a separate file on the course CD) (50 points possible) (Off Track students- teachers who are not currently in a classroom) review these activities– you do not need to teach these to a group of students – however you will need to review a total of 10 activities.) (50 points	*SLO 1, 2,3, 4 and 5*	(Less than 40 points) • Less than 80% of the major concepts for the assignment were defined. • Less than 5 activities were reviewed with few connections to the Common Core Standards.. • Few extensions/revisions were presented.	(40-44 points) • 80-89% of the major concepts for the assignment were defined. • 5 -10 activities were reviewed with connections to the Common Core Standards. Some extensions/revisions were presented.	(45-50 points) • 90-100% of the major concepts for the assignment were defined. • 5 -10 activities were reviewed with strong connections to the Common Core Standards. • Creative and appropriate extensions/revisions were presented to meet the needs of students.

possible) Describe how these activities connect to the Common Core State Standards and the Best Practices teaching strategies you reviewed earlier. *(SLO 1,2,3,&4)*				
Classroom Application & Critical Thinking - Design one lesson plan (using the Lesson Plan Template included in a separate file on the course CD) to teach a math concept in an area of your choice from either the Common Core Standards for your grade level. Include the use of a children's literature selection that directly connects to the concept you are teaching. Implement the teaching strategies presented in the course text. Use the Thinking Skills Template (included on the course CD) to design discussion questions in each level of Thinking Skills within the lesson plans. Include the Best Practices strategies you are using as well. (75 points possible) *(SLO 1,2,3,&4)*	*SLO 1, 2,3, 4 and 5*	(Less than 60 points) • Less than 80% of the major concepts for the assignment were defined.	(60-67 points) • 90% of the elements of the Lesson Plan Template were included.	(68-75 points) • All major concepts for the assignment were defined. • All elements of the Lesson Plan Template were included.
Classroom Application - Present 2		(Less than 20 points)	(20-21 points)	(22-25 points)

activities included in the text as learning games to a group of students. Reflect on the effectiveness of the format of games and how you would incorporate these in your math curriculum plan. These Learning Games can be found on the course CD. (25 points possible) *(SLO 2 &4)*	*SLO 1, 2,3, 4 and 5*	• A brief and unclear discussion of the effectiveness of learning games was presented. • A plan to incorporate games in the math curriculum was below standard in clarity and thoroughness.	• An adequate discussion of the effectiveness of learning games was presented. • A plan to incorporate games in the math curriculum was submitted	• A clear and thorough discussion of the effectiveness of learning games was presented. • A clear and thorough plan to incorporate games in the math curriculum was submitted.
Professional Application - Prepare a PowerPoint presentation using a minimum of 10 slides that can be used to share with colleagues about your math learning environment; include teaching strategies, connections to standards, classroom set-up, Best Practices, and the hands-on teaching approach this course presents. OR prepare a Display Board that will inform parents about your math learning environment. (75 points possible) *(SLO 1,2,3,&4)*	*SLO 2, 4, and 5*	(Less than 60 points) • Some of the key elements of the Power Point or Display Board were submitted. • Presentation was unclear and below standard.	(60-67 points) • 80-89% of all key elements of the Power Point or Display Board were submitted. • Presentation was accurate, and thorough. • Presentation lacked creativity.	(68-75 points) • 90-100%of all key elements of the Power Point or Display Board were submitted. • Presentation was creative, accurate, and thorough.
Reflective Writing - Once you have presented the PowerPoint to colleagues, ask them to complete an evaluation form (included in course materials) to give you feedback on the	*1, 2,3, 4 and 5*	(Less than 20 points) • A summary was submitted. • Submission lacked clarity and thoroughness.	(20-21 points) • A clear and thorough summary was submitted. • Feedback forms were submitted.	(22-25 points) • A clear and thorough summary was submitted. • Feedback forms were submitted.

presentation. Submit these forms and a summary of the results. OR after you have displayed the Parent information board for at least one week, write a summary of any discussions, comments, questions parents may have had regarding the information on the board. (25 points possible) *(SLO 3&4)*			• Critical Thinking Skills were lacking in the reflection within this assignment.	• Critical Thinking Skills were applied to the reflection on this assignment.
Reflective Writing – To culminate this learning experience, describe how the guiding documents; Common Core Standards, Best Practices, Professional Teaching Standards, course text on learning environments, Levels of Thinking Skills, and the course lesson plan template all connect together. Describe any new learning or new connections you were able to make through the assignments in this course. (50 points possible)	*SLO 3, 4, and 5*	(Less than 40 points) • A summary was submitted. • Submission lacked clarity and thoroughness.	(40-44 points) • A clear and thorough summary was submitted which included most of the required guiding documents and connections to assignments listed in assignment directions. • Critical Thinking Skills were lacking in the reflection within this assignment.	(45-50 points) • A clear and thorough summary was submitted which included all the required guiding documents, and connections to assignments listed in assignment directions.. • Critical Thinking Skills were applied to the reflection on this assignment.
Instructor Contacts x 3 Students will initiate a minimum of 3 contacts with the instructor as directed in the Schedule of Assignments. Students will respond to any contacts initiated by the instructor throughout	*SLO 5*	(Less than 60 points) • Students did not initiate contacts with instructor. • Students did not respond to most instructor contacts. These assignments cannot	(60-67 points) • Students initiated a minimum of 3 required contacts. • Students responded to many of the instructor	(68-75 points) • Students initiated all required contacts. • Students responded to all instructor contacts.

the course. 25 points possible for each student required contact		be made up once the course is over.	contacts.	

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact

It is important in a distance learning course for students to feel connected to their instructor. Please do not hesitate to contact your instructor. If for some reason you do not receive a reply to an email in a timely manner, please call, as sometimes student emails are placed in a Quarantined or Spam folder by the university filtering system and I do not see the message.

Distance Learning Courses:

There are 3 Instructor contacts required of the students in this course. (see Schedule of Assignments above). These contacts are designed to give students the opportunity to discuss specific assignments with the instructor throughout the course. It is important for students to make these contacts at the designated sequence of the schedule of the course to avoid completing assignments incorrectly.

References/ Resources

Academic Benchmarks http://www.academicbenchmarks.com/search/ The Free K-12 Academic Standards Digital Library for all state standards.

Common Core State Standards Initiative http://www.corestandards.org/the-standards Includes the Common Core State Standards in Mathematics for all grade levels.

Critical Issue: Providing Hands-On, Minds-On, and Authentic Learning Experiences in Mathematics. (1995).
http://www.ncrel.org/sdrs/areas/issues/content/cntareas/math/ma300.htm

Didax Educational Standards http://www.didax.com/standards/ Includes standards in the following areas: Mathematics, English/Language Arts, Visual and Performing Arts, Technology, Science, Social Studies, Health, and more.

Educational World: National Education Standards http://www.education-world.com/standards/national includes links to both national and state standards in different areas of the curriculum.

Shunk, D.M., Pintrich, P.R., & Meece, J.L. (2008). *Motivation in education: Theory, research, and applications*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Mid-continent Research for Education and Learning (MCREL) www.mcrel.org/standards-benchmarks A compendium of content standards and benchmarks for K-12 education in both searchable and browsable formats.

National Professional Teaching Standards http://www.nbpts.org. Five areas are addressed throughout the course materials. Students are asked to apply these standards in their teaching practices.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.