

## EDU-920: Using Literature to Teach Mathematics

### Independent Study Online Course Syllabus

**Instructor:** Candi Reimer, M.A.  
**Phone:** (559) 355-3871  
**Email:** [candice.reimer@fresno.edu](mailto:candice.reimer@fresno.edu)

**Number of Graduate Semester Units:** 3  
**Target Audience:** K – 6th grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

This course has been designed to help K-6 teachers recognize the potential of using children's literature to teach mathematics and to learn effective ways of unleashing that potential in the classroom. Whether teachers are introducing a mathematical concept or facilitating an extended investigation, children's literature offers them an engaging link between mathematics and the world of children.

Teachers will learn how to select outstanding children's literature to use in mathematics teaching, how to model problem posing and problem-solving using literature, and how to design and develop a variety of mathematical activities inspired by children's books.

This course is designed to meet the objectives identified in the Common Core State Standards in Language Arts and Mathematics, as well as the five core propositions of the National Board for Professional Teaching Standards. Students will be asked to make connections between their work and these standards or the standards of their own states.

**Note:** Required book must be acquired separately.

#### Required Texts and Course Materials

**Book:** Whitin, D. J. & Whitin, P. (2004). *New Visions for Linking Literature and Mathematics*. Urbana, IL: NCTE. ISBN-13: 978-0814133484 <https://www.amazon.com/New-Visions-Linking-Literature-Mathematics/dp/0814133487>

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## **Course Dates**

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## **National Standards Addressed in This Course**

### **Common Core Standards for Mathematics**

<http://www.corestandards.org/the-standards/mathematics>

- Counting & Cardinality
- Operations & Algebraic Thinking
- Number & Operations
- Measurement & Data
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions & Equations
- Functions
- Statistics & Probability

### **Common Core Standards for Mathematical Practice**

<http://www.corestandards.org/Math/Practice/>

- Standard 1: Make sense of problems and persevere in solving them
- Standard 2: Reason abstractly and quantitatively
- Standard 3: Construct viable arguments and critique the reasoning of others
- Standard 4: Model with mathematics
- Standard 5: Use appropriate tools strategically
- Standard 6: Attend to precision
- Standard 7: Look for and make use of structure
- Standard 8: Look for and express regularity in repeated reasoning

### **Common Core Standards for English Language Arts**

<http://www.corestandards.org/ELA-Literacy/>

- Anchor Standards
- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking & Listening
- Language
- Range, Quality, & Complexity
- Literacy in Science & Technical Subjects

## National Board for Professional Teaching Standards

<http://www.nbpts.org/five-core-propositions>

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

## 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.

## Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify the value of teaching mathematics through literature.	NBPTS Props. 2, 4, & 5	CE 1, CE 2, CE 4, CE 6
2. Explore sources of appropriate children's literature.	NBPTS Props. 1, 3, 4, 5	CE 1, CE 2, CE 4, CE 6
3. Select and use effective texts and activities.	NBPTS Props. 1, 2, 3, 4, 5	CE 1, CE 2, CE 3, CE 4, CE 6

4. Design and teach lessons that achieve meaningful integration.	NBPTS Props. 2, 3, 4	CE 1, CE 3, CE 4, CE 5, CE 6
5. Demonstrate how activities are connected to a standards-based curriculum.	NBPTS Prop. 5	CE 1, CE 3, CE 4, CE 5, CE 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
<b>Module 1</b> – Orientation and Introductions	<ul style="list-style-type: none"> <li>• Introductions and goals for class</li> <li>• 1.1 Assignment: Submit Orientation</li> <li>• 1.2 Forum: Class Introductions</li> </ul>	<b>4, 4</b>
<b>Module 2</b> – Research and Rationale	<ul style="list-style-type: none"> <li>• Explore the rationale for integrating literature into mathematics instruction.</li> <li>• Explore connections to relevant standards.</li> <li>• Read articles provided in this</li> <li>• 2.1 Assignment: Research Tweets</li> </ul>	<b>10</b>
<b>Module 3</b> – Criteria for Selecting Books	<ul style="list-style-type: none"> <li>• Read chapter 1 of course text.</li> <li>• Explore and evaluate children’s literature.</li> <li>• Provide and receive peer critique.</li> <li>• 3.1 Forum: Book Evaluation</li> </ul>	<b>4</b>
<b>Module 4</b> – Classroom Examples	<ul style="list-style-type: none"> <li>• Read chapter 2 of course text.</li> <li>• Explore teaching vignettes.</li> <li>• Identify mathematics activities for several books.</li> <li>• 4.1 Assignment: Instructional Ideas</li> <li>• 4.2 Forum: Math Activities</li> </ul>	<b>10, 4</b>
<b>Module 5</b> – Problem Posing with Children’s Literature	<ul style="list-style-type: none"> <li>• Read chapter 3 of course text.</li> <li>• Develop a problem posing lesson.</li> <li>• Share and critique lessons.</li> <li>• 5.1 Forum: Problem Posing Lesson</li> </ul>	<b>4</b>
<b>Module 6</b> – Using Book Pairs	<ul style="list-style-type: none"> <li>• Read chapter 4 of course text.</li> <li>• Design a book pair lesson.</li> <li>• Share and critique lessons.</li> <li>• 6.1 Forum: Book Pair Lesson</li> </ul>	<b>4</b>
<b>Module 7</b> – Literature Resources	<ul style="list-style-type: none"> <li>• Explore and recommend web resources.</li> <li>• 7.1 Forum: Resource Recommendations</li> </ul>	<b>4</b>

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
<b>Module 8</b> – Lesson Design and Implementation	<ul style="list-style-type: none"> <li>Select and read ten new books.</li> <li>Design two lessons for your grade level.</li> <li>Conduct activities with your class and reflect.</li> <li>Participate in peer lesson review</li> <li>8.1 Assignment: Literature Lesson Evaluations (2)</li> <li>8.2 Forum: Book List and Lesson Plan</li> </ul>	<b>20, 4</b>
<b>Module 9</b> – Reflecting and Looking Ahead	<ul style="list-style-type: none"> <li>Reflect on your learning.</li> <li>9.1 Assignment: Final Reflection</li> </ul>	<b>10</b>
	<b>TOTAL POINTS</b>	<b>82 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

### Grading Rubrics

Grade	Percentage	Description	Rubrics
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.

- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## 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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.



## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

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