

MATH 613: Mathematics Curriculum Connections (3 CR)

Section 01 MTWRF 8am-4pm; Wickersham 104

Summer 2023

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Office Hours: By appointment

*Check your marauder email account regularly for important class announcements, and check the course D2L page for detailed assignment descriptions*

## Evaluation Components and Descriptions

1. (15%) Pre-Assignments: These assignments – a questionnaire and two reading responses – are due Sunday, June 11<sup>th</sup> by 11:59pm on D2L.
  - a. (5%) Questionnaire: Please download and type directly on the questionnaire, answering the questions thoroughly and thoughtfully.
  - b. (10%) Reading Responses: Carefully read the two assigned articles. For each article, type up a) notes summarizing key points of the article, b) some initial thoughts about implications for your own teaching, and c) at least 3 questions that you have about the article or the ideas in it. Be thoughtful in your summary, teaching implications, and the questions you generate, but you have an absolute maximum length of 1 page (1-sided!), single-spaced.
2. (50%) Assignments During June 12-16<sup>th</sup>
  - a. (20%) Reflection Journals: You are responsible for completing one journal entry every class day, M-F, due by 11:59pm. 7 (particular math concept or a form of representation) we covered during class time or in the course reading. *Briefly* describe how the big idea was addressed as part of our class, then more thoroughly brainstorm how the idea might be connected to secondary mathematics. Try your best to find a connection to courses you already teach, but if this is not possible, make connections to other secondary math coursework. Reflection journal entries will be turned in via D2L.
  - b. (15%) Reading Responses: Carefully read the three assigned articles. For each article, type up a) notes summarizing key points of the article, b) some initial thoughts about implications for your own teaching, and c) at least 3 questions that you have about the article or the ideas in it. Be thoughtful in your summary, teaching implications, and the questions you generate, but you have an absolute maximum length of 1 page (1-sided!), single-spaced. Reading responses will be turned in via D2L.
  - c. (15%) Presentation: On Friday, June 16<sup>th</sup>, you and a partner will take around 30 minutes to teach a concept from elementary mathematics (feel free to engage us with problems) and then discuss how you could connect that concept to the teaching of secondary mathematics. Please use slides of some sort for the presentation. I will assign the topic for this presentation.
3. (35%) Post-Assignments
  - a. (15%): Presentation: For this, you will work with a partner to record a 10-15 minute video of

## Academic Honesty

The policies of Millersville University regarding academic honesty can be found at <http://muweb.millersville.edu/~govern/sect3/acaddis.html>. Violating the policy will result in a score of 0 for the assignment and be reported to the Associate Provost for Academic Administration. As always, please conduct yourself with integrity and do your own work.

Title IX Statement