

**EDU 533: Math Daily 3, 3 cr.**  
Upper Iowa University Online

**COURSE  
DESCRIPTION**

**EDU 533 Math Daily 3, 3 credits**

This course provides a foundational understanding of the Math Daily 3 structure. Emphasis is placed on research-based practices in teaching and learning along with materials, methods, and skills used to teach students math in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focused lessons, differentiation in the mathematics classroom, moving from assessment to instruction, and monitoring student progress. This course provides practitioners with the knowledge and skills to successfully implement the Math Daily 3 structure in their own classrooms. It is the only course approved by Gail Boushey and Joan Moser, the creators of Math Daily 3.

**TEXT**

Boushey, G., & Moser, J. (2014). *The daily 5: Second edition*. Portland, ME: Stenhouse.

Membership to [www.thedailycafe.com](http://www.thedailycafe.com) (3 month membership is sufficient.)

**The text and website membership are required and will be utilized beginning week 1. Do not wait to purchase as you will need them as a resource.**

**ARTICLES**

**Other required learner materials:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6<sup>th</sup> Ed.) Washington, D.C.

***Article links will be provided during the course.***

Burns, M. (2012). Go Figure: Math and the Common Core. *Educational Leadership*, 70(4), 42-46.

Ferguson, S. (2009). Same Task, Different Paths: Catering for Student Diversity in the Mathematics Classroom. *Australian Primary Mathematics Classroom*, 14(2), 32-36.

Fisher, D., & Frey, N. (2008). Releasing responsibility: Giving students ownership of learning. *Educational Leadership*, 66(3).

Hintz, A. B. (2014). Strengthening discussions. *Teaching Children Mathematics*, 20(5), 318. Retrieved from <http://search.proquest.com/docview/1474909533?accountid=14872>

Medoff, L. (2013). Getting Beyond "I Hate Math!". *Educational Leadership*, 71(1), 44-48.

Merritt, E. G., Rimm-Kaufman, S. E., Berry III, R. Q., Walkowiak, T. A., & McCracken, E. R. (2010). A Reflection Framework for Teaching Mathematics. *Teaching Children Mathematics*, 17(4), 238-248.

Parker, R., & Breyfogle, M. L. (2011). Learning to write about mathematics. *Teaching Children's Mathematics*, 18(2), 90-99.

Tovani, C. (2010). I Got Grouped. *Educational Leadership*, 67(6), 24-29.

Wesson, K. (2011, February). Brain-Considerate Learning. *NSTA Reports!*. p. 5.

Wilcox, B., & Monroe, E. (2011). Integrating Writing and Mathematics. *Reading Teacher*, 64(7), 521-529. doi:10.1598/RT.64.7.6

## OBJECTIVES

### Master of Education Program Goals addressed in this course include:

5. Describe and use research-based effective instructional methods.
7. Use research-based effective strategies for individual and classroom management.
9. Identify and explain issues in education psychology (such as brain-based learning, multiple intelligences, motivation theory, practice and diversity).

## ASSIGNMENTS

### **WEEK 1** Foundations and Key Concepts

- Read *Daily 5 (2<sup>nd</sup> edition)*, chapters 1, 2, & 4
- View week 1 videos and lecture
- Week 1 study guide, **20 pts.**
- Discussion 1 (post and respond to 2 colleagues), **20 pts.**

### **WEEK 2**

- Read *Daily 5*, chapter 8
- View week 2 videos and lecture
- Week 2 study guide, **22 pts.**
- Discussion 2 (post and respond to 2 colleagues), **20 pts.**

**WEEK 3**

- Read weekly readings
- View week 3 videos and lecture
- Discussion 3 (post and respond to 2 colleagues), **20 pts.**
- Whole group lesson, **20 pts.**

**WEEK 4**

- Read weekly readings
- View week 4 videos and lecture
- Discussion 4 (post and respond to 2 colleagues), **20 pts.**
- Parent letter activity, **20 pts.**

**WEEK 5**

- Read weekly readings
- View week 5 videos and lecture
- Discussion 5 (post and respond to 2 colleagues), **20 pts.**
- Math by Myself activity, **20 pts.**

**WEEK 6**

- Read weekly readings
- View week 6 videos and lecture
- Discussion 6 (post and respond to 2 colleagues), **20 pts.**
- Math with Someone activity, **20 pts.**

**WEEK 7**

- Read weekly readings
- View week 7 videos and lecture
- Discussion 7 (post and respond to 2 colleagues), **20 pts.**
- Math Writing activity, **20 pts.**

**WEEK 8**

- View week 8 videos and lecture
- Discussion 8 (post and respond to 2 colleagues), **20 pts.**
- Culminating essay, **75 pts.**

**METHODS OF INSTRUCTION**

Online videos  
Online discussion boards  
Online lecture (audio and Power Point)

**METHODS OF ASSESSING AND**

Class discussion posts, rubric included  
Application activities

## EVALUATING

Culminating essay, rubric included

**Course Point Totals:**

- 8 Discussion posts – 10 pts. each = **80 pts.**
- Respond to a minimum of 2 colleagues each week – 10 pts. (5 each) = **80 pts.**
- Study guide to go with course readings/ videos = **42 pts.**
- Final reflection paper = **75 pts.**
- Assignments = **100 pts.**

***Total: 377 pts.***

**No extra credit will be awarded for this course.**

## CITATION

Encyclopedias of any kind, including the very popular Wikipedia, can be useful to help gather background information and point the way to more reliable sources.

However, they are not considered appropriate sources for papers and will not be accepted.

MISSED  
ASSIGNMENTS

All assignments are due on the date specified in the syllabus. They need to be submitted to the course drop box by midnight on the due date. Late assignments will receive a 10% deduct for each day they are late and will not be accepted after five days.

ACADEMIC  
ACCOMODATIONS

**Statement on UIU's Commitment to Students with Disabilities:** Upper Iowa University seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities, and services, Federal law requires that students with disabilities notify the University, provide documentation of your disability in order to receive services for accommodations. If you will need accommodations in this class, reasonable prior notice must be given to the Director of Counseling Services, Ms. Laurie Kirkpatrick, Office of Student Development, Garbee Hall, 425-5786, [KirkpatrickL@uiu.edu](mailto:KirkpatrickL@uiu.edu) or the Coordinator of Academic Success, Garbee Hall, Ms. Hope Trainor, [TrainorH@uiu.edu](mailto:TrainorH@uiu.edu), 5264. It is the student's responsibility to provide the instructor with a copy of the Academic Adjustment Services Contract and to communicate with the instructor and the disability services coordinator prior to each exam.

ACADEMIC  
INTEGRITY

Academic integrity is one of the basic principles of a university community. UIU encourages and expects the highest standards of academic honesty from all students.

The term “cheating” means the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments. “Plagiarism” means the presentation of another’s published or unpublished work as one’s own. Because cheating and plagiarism are an affront to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Detected cheating or plagiarism will result in consequences that may, at the faculty member’s discretion, include course failure. In addition, an offender will be reported to University administration for possible disciplinary action, which may include suspension or dismissal from the University (p. 22, UIU [2009-10 Faculty Campus Catalog](#)).

In this class, violations will result in one or more of the following sanctions: a) loss of points for that specific assignment, b) reduction in the final course grade, c) issuance of a grade of "F" for the entire course.

**GRADING SCALE**

100 - 94% = A

93 - 87% = B

86 - 80% = C

79 – 0% = F

### Discussion Post Rubric

1	2	3	4
The student's response does not address the question. The answer is garbled or shows considerable confusion about the topic.	The student's response to the question is partially unclear and/or shows some important misconceptions.	The student's response is clearly stated and directly addresses the question. It shows a basic level of understanding of the topic without particular insight.	The student's response is clearly stated, directly addresses the question. The response shows critical thinking, insight, or detailed comprehension of the topic

### Culminating Essay

Qualities & Criteria	1 Not met	3 Met	5 Honors
Explanation of topic 5 points _____ (5 X 1 weight = 5)	No reference to topic or problem	Writer makes reader aware of problem, challenge, or topic	Writer introduces topic & relevance to discipline and chosen audience
Organization and development 5 points _____ (5 X 1 weight = 5)	Paper has little or no direction and/or repetitive text	Basic flow between sections; sections may not be in logical order	Flows from general to specific ideas; sections in logical order; transitions tie paper together
Content 20 points _____ (5 X 4 weight = 20)	Content is repetitive or quoted excessively	Content is covered but not in depth; significance is evident; audience/reader expects more	Content covered in depth; incorporates research based practices; main idea adequately supported by details
Clarity & correctness of writing 15 points _____ (5 X 3 weight = 15)	Contains spelling & grammatical errors; difficult to understand the intention of the writer	Few errors in spelling and grammar that do not cause confusion in content; generally clear writing	Writing is clear and concise with no (or very few) errors in spelling or grammar
Conclusions 15 points _____ (5 X 3 weight = 15)	No indication the writer attempted to synthesize the information (no references)	Writer provides concluding remarks with an analysis & synthesis of information; some conclusions not supported (Less than 5 references)	Succinct and precise conclusions based on the review of the literature; insights into relevance (Minimum of 5 references)
Sources & citations 15 points _____ (5 X 3 weight = 15)	Works cited in text not consistent with reference list	Works cited in text consistent with accurate reference list	All citations and references accurate in APA style

TOTAL (75 points possible) \_\_\_\_\_

Adapted from: Porto, S. (2004). *Sample rubric for grading a term paper*. Presented at UMUC Graduate School Workshop, University of Maryland. Retrieved from <http://deoracle.org/learning-objects/sample-rubric-for-grading-a-term-paper.html>