ECED 4251

ASSESSMENT AND CORRECTION MATHEMATICS EDUCATION

Semester Hours: 3
Semester/Year: Fall 2014

Time/Location:
  Meeting Times: Thursday, 11:00AM - 1:30PM
  Place: Ed Center – Room 200
  Section: 02

Instructor: Dr. Jill Drake

Office Location: 125 Educational Annex

Office Hours: Wednesday, 9:30AM - 4:30PM;
Thursday, 9:30AM- 11:00AM; 2 - 4:30pm; and by appointment

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Office Telephone: (678) 839-6080
Department Phone: (678) 839-6559
Department Fax: (678) 839-6063

Online Support
D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. All Courses from Block II. Must be taken concurrently with ECED 4262, MATH 4713, READ 4251, READ 4253.

Overview of development of acquisition of mathematical concepts. The assessment/correction process is examined. Teaching strategies appropriate to children with learning difficulties are described. Individual assessment and analysis of a particular child’s mathematical problems, including teaching to this analysis are developed in case study form. Current research on teaching mathematics to children with special needs is examined. Knowledge of teaching strategies and the assessment/correction process will be applied during field experience.

COE VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards as well as National Council of Teachers of Mathematics (NCTM), Association of Childhood Education National (ACEI), and Interstate Teacher Assessment and Support Consortium (InTASC) standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of pedagogical methods will be used in this course. For the purpose of instruction, these methods will include: lecture, small group discussion and simulation, whole group discussion and simulation, and homework assignments (i.e., reading assignments with corresponding questions and online quizzes). For the purpose of application, a case study project will be completed during this course.

COURSE OBJECTIVES

Students will:

1. diagnose student’s error patterns and design appropriate remediation
   (Ashlock, 2009; Standards: INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 4, 5, 10, 12)

2. identify available resource materials for enhancing classroom instruction and use them effectively taking into consideration individual differences in learning
3. acquire knowledge of the learner: stage of development, cognitive style, and present level of performance (Ashlock, 2009; Standards: INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 6, 9)

4. gain knowledge of informal and formal assessment tools, and prescriptive teaching techniques (Ashlock, 2009; Overton, 2011; Sherman, Richardson, Yard, 2012; Stein, Kinder, Silbert, & Carnine, 2006; Standards: INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; ACEI 4, 5, 10, 12)

5. gain knowledge of modifying the mathematics program to meet the needs of students with special needs (Ashlock, 2009; Johnson, 2010; Overton, 2011; Vaugh & Bos, 2011); Standards: INTASC 1, 4; NCTM 2.1, 2.2, 2.3, 2.4, 2.5; ACEI 3, 6, 9)

6. apply knowledge during field experience (Ashlock, 2009; Standards: INTASC 5, 6, 7, 8, 9, 10; NCTM 2.1, 2.9, 2.10, 3.1, 3.3; ACEI 1, 7, 8)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text


Required Instruction Resources

- **Tk20 Subscription**
  Available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
  If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

  *** (Also available in the University library)
  *** PDF file that can be found in folder on CourseDen
  *** Make either a hard copy or an electronic copy and place in the Diagnostic Test/Materials section of D&C Mathematics Kit.

  *** Can be found in Instructional Resources folder on CourseDen
  *** Place in the Diagnostic Tests and Corrective Strategies section of D&C Mathematics Kit.
Course References

Journals:
Teaching Children Mathematics
Mathematics Teaching in the Middle School
The Elementary School Journal

NCTM Yearbooks:
Assessment in the Mathematics Classroom, 1993
The Teaching and Learning of Algorithms, 1998
Developing Mathematical Reasoning Grades K-12, 1999
Learning Mathematics for a New Century, 2000
The Roles of Representation in School Mathematics, 2001
Making Sense of Fractions, Ratios, and Proportions, 2002
Learning and Teaching Measurement, 2003
Thinking and Reasoning with Data and Chance, 2006
The Learning of Mathematics, 2007
Algebra and Algebraic Thinking in School Math, 2008
Understanding Geometry for a Changing World, 2009
Motivation and Disposition: Pathways to Learning Mathematics, 2011

Other Books and Articles:
Washington, DC: Authors.
Sherman, H. J., Richardson, L. L., Yard, G. J. (2012). Teaching learners who struggle...
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments and Course Requirements:
All activities must be completed in a typed, double space format, with Times/Times New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated. Issues of grammar, punctuation, and typographical errors are always considered when grading assignments.

Assignments are due at the BEGINNING OF CLASS on the designated date. Failure to meet deadlines will result in grade reduction. Remember: Assignments are not negotiable, however, due dates are. So, if there is a problem, then you need to contact your instructor at least 24 hours before it is due otherwise grade deductions will occur. If a student is absent, it is his/her responsibility to get any missed work and turn in any assignments that are due. An absence DOES NOT change an assignment’s due date. Contact the instructor to make arrangements if necessary BEFORE the assignment is due. Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.

Description/Explanation of Assignments and Course Requirements:

1. **Math Diagnostic Case Study (30%)**: Participation in the Mathematics Clinic as a part of ECED 4251L is a requirement for this course. In your role as a tutor, you will apply what is learned in this course regarding diagnosing and remediating mathematical errors to your work with a Math Clinic client. For this assignment each student will be required to complete a four-part mathematics diagnostic case study with at least one clinic client. A grading rubric and a detailed explanation of this assignment will be discussed in class. **Due: December 4, 2014 in class and on TK-20.**

   (Objectives #1, 2, 3, 4, 5, 6; INTASC: knowledge, skills; Evaluation: teacher observation, rubric)

2. **Mastering Basic Facts Resources Review (10%)**: Mastering basic facts is an integral part of being a proficient mathematics student. For this assignment, students will be required to examine four basic facts resources found on WebCT CourseDen in the Mastering Basic Facts Module and select five resources to review. This review will involve reading the entire resource and trying some of the suggested activities as applicable. After reading each resource, students are to share at least five strategies/ideas that they have learned from each resource. Students may present what was learned in any desired format (a bulleted list, a PowerPoint, Prezi, paragraphs, etc.) The APA citation for each resource should be included. The five selected resources should either be printed out or download for inclusion in the
Diagnosing and Remediating Tool Kit Students have to download four articles from the WebCT CourseDen: **Due: September 25, 2014.**

(Objectives: #2, 3, 4, 5; INTASC: knowledge; Evaluation: rubric)

3. **Diversity Activity (10%):** Being able to successfully work with diverse student populations has become an important goal in education. For this assignment, students (in pairs or groups of three) will be required to create a 15 minute presentation on the teaching of mathematics to a diverse population. The presentation will include a short activity demonstrating a suggested strategy for working with that population. **Students are responsible for providing a handout.** A grading rubric and an explanation of this assignment will be discussed in class. **Due: October 30, 2014.**

(Objectives #1, 2, 3, 4, 5, 6; INTASC: knowledge, skills; Evaluation: rubric)

4. **Diagnosing and Remediating Tool Kit (5%):** Students will develop an assessment kit for the methods and strategies learned in this course. **Due: December 4, 2014.** The kit should include the following sections:
   - Class Notes and Handout
   - A Completed Mathematics Case Study
   - Selected Basic Facts Resources
   - Diversity Activity
   - Additional Diagnosing and Remediating Resources

(Objectives #1, 2, 3, 4, 5, 6; INTASC: knowledge, skills; Evaluation: teacher observation, rubric)

5. **Reading Quizzes (10%):** On designated weeks, students will take a quiz covering the assigned readings of the week. These quizzes will be taken on WebCT. The quizzes are to be taken the week after the assigned readings are discussed in class and may not be taken late. **Due: At the beginning of class.**

(Objectives: #1, 2, 3, 4, 5; INTASC: knowledge, skills, & disposition; Evaluation: exam)

6. **Final Examination (20%):** During the designated time, we will have a final exam on the materials and information covered during the semester. The format of this test will be same as the weekly exams. **Due: December 11, 2014.**

(Objectives #1, 2, 3, 4, 5, 6; INTASC: knowledge, skills, disposition; Evaluation: exam)

7. **Professionalism/Participation (15%):**
   - Students are expected to attend and be on time for all classes and field experience. Students are expected to actively participate in all class activities, discussions, and demonstrations. Course grades will be reduced for absences, tardiness, unprofessional conduct such as disrespect towards instructor or peers, excessive talking while instruction or demonstrations are occurring, leaving early, ringing of cell phone, and missed demonstrations.
If a student is absent, it is strongly advised that this student contact at least two classmates BEFORE returning to class. I recommend you ask if anything is due on the date you plan to return to class, if there were any changes to the syllabus, and for a copy of his/her notes.

Tardiness is defined as a student who, for whatever reason, arrives for class after the instructor begins class by even one word. The only exception is a serious emergency.

If a student is absent, it is his/her responsibility to turn in any assignments that are due. An absence, whether excused or not, DOES NOT change the due date of any assignment. Contact the instructor to make arrangements if necessary BEFORE the assignment is due.

Class Demonstrations: Once we begin discussing the specific error patterns found in our course’s textbook, students will work in small groups to practice diagnosing and correcting error patterns. Periodically, class demonstrations will be performed by a pair of students. This demonstration will cover the error patterns being considered for the week. For these demonstrations, one student will act as the teacher and the other student will act as the child. After the first demonstration, the two will switch roles and present a second error pattern. Any students who do not perform at their scheduled date and time will lose professionalism points.

Non-performing students, the audience, will be expected to keep notes on these demonstrations according to teacher instructions. All of these notes will need to be dated and placed in your assessment kit under the section entitled: Class Notes, Handouts, Digital Works, and etc.

(Objectives #1, 2, 3, 4, 5; INTASC: knowledge, skills, disposition; Evaluation: checklist, observation)

8. Field Experience: As a part of the field experience for this course candidates are expected to complete teaching assignments in a manner that demonstrates a progression from procedural to conceptual understanding of the essential mathematics topics taught in the elementary grades. Furthermore, field experience teaching episodes are expected to reflect the understandings and skills gained in this course and all program mathematics courses including: MATH 2002, MATH 3703, MATH 3803 and MATH 4713. A satisfactory grade in ECED 4283 is required in order to successfully complete Block III.

Also, in fulfillment of the case study requirement for this course, all ECED 4251 students are required to enroll in ECED 4251L and work with a client from the COE Mathematics Clinic for approximately one hour per week for 10 weeks. ECED 4251 students will be assigned a P-5 client by the COE Comprehensive Community Clinic Director.

Under extreme extenuating circumstances, a student may be granted permission to not participate in the COE Mathematics Clinic. If permission is granted, the ECED student, with the assistance of his or her supervising P-5 classroom teacher, is expected to identify a student from the field site who will serve as the subject of the case study. Students are expected to gather data and carry out remediation strategies while in the field. The supervising teacher may provide any needed assistance as the ECED 4251 student works through the case study by providing suggestions about errors and/or strategies for
correcting these errors. (Objectives #1, 2, 6; INTASC: knowledge, skills, disposition; Evaluation: teacher observation, TEFFEE evaluation form, case study rubric)

**Evaluation Tools:**

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Evaluation Method</th>
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<tbody>
<tr>
<td>Math Diagnostic Case Study</td>
<td>30%</td>
<td>Rubric</td>
</tr>
<tr>
<td>Basic Facts Resources Review</td>
<td>10%</td>
<td>Rubric</td>
</tr>
<tr>
<td>Diversity Activity</td>
<td>10%</td>
<td>Rubric</td>
</tr>
<tr>
<td>Assessment Kit</td>
<td>5%</td>
<td>Rubric</td>
</tr>
<tr>
<td>Weekly Examinations</td>
<td>10%</td>
<td>Exam</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
<td>Exam</td>
</tr>
<tr>
<td>Professionalism/Participation</td>
<td>15%</td>
<td>Observation, Attendance Record, and Class Notes</td>
</tr>
<tr>
<td>Field Experience</td>
<td>*</td>
<td>* See requirement #9</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>

**Grading:**

- **A** = 90%+
- **B** = 89 – 80%
- **C** = 79 – 70%
- **D** = 69 – 60%
- **F** = < 60%

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.
In addition to the consequences stipulated in the academic misconduct policy of *The Student Handbook, Undergraduate Catalog, and Graduate Catalog*, any unethical misconduct in this course will result in…

1) the loss of all points associated with the assignment,
2) a loss of all professionalism points,
3) a written notification of this misconduct being sent to the Vice President of the university to be placed in the student’s permanent university file, and
4) a written notification of this misconduct being sent to the Chair of the department to be placed in the student’s permanent department file.

This policy extends to any assignment in which students are required to turn in individual work (i.e., papers, tests, exams, reflections, checklists, rubrics, etc), whether it results in a hardcopy or an electronic submission, whether this work required group work and any collaboration. **Bottom-line, if your name is on it, it must be your work and you must give credit to the author of any of your sources** (quotation marks and citations for ideas that are quoted and citations for ideas that are paraphrased).

**Students with Special Needs:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](http://www.westga.edu/studentDev/index_8884.php) located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:


**Student Email Policy:** The official email policy is contained in the link to the [Common Language for Course Syllabi](http://www.westga.edu/studentDev/index_8884.php) located on the Provost’s website. However, simply stated, University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCaress/](http://www.westga.edu/UWGCaress/) The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Professionalism:** While attending the university and any field experience, students are expected to **be professional at times.** That is, students are expected to **be responsible** for any and all information covered in the course and **to seek out the professor with questions about assignments and expectations.** One sure way to ensure that you are meeting these two professionalism requirements is to use the **overview sheet of each module** as a checklist of tasks to be accomplished and that you complete these tasks in a timely manner. Doing so will ensure that previous knowledge is in place for all subsequent class meetings.
Students are expected to **be present and punctual** for all class meetings (i.e., be in your seat once professor begins class), to turn in all assignments and to complete all quizzes on time. Additionally, students are expected to **participate** in all class activities, discussions, and demonstrations without conducting themselves in an unprofessional manner while instruction or demonstrations are occurring (i.e., distracting peers, excessive talking, texting, and ringing of cell phone). **Furthermore, students are expected to have access to a textbook (no more than two people sharing one textbook) during each class.**

Additionally, students are also expected to **act appropriately** (i.e., do not engage in gossip, disrespect instructor or peers, do not wear inappropriate clothing, and follow proper “netiquette”). Additionally, students are expected to **be ethical** (i.e., do not cheat or plagiarize) and appropriately (i.e., do not engage in gossip, do not disrespect instructor or peers, do not wear inappropriate clothing, etc).

<table>
<thead>
<tr>
<th>Grade: Percent</th>
<th>Professionalism Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>There was never a day with any violations in any areas of professionalism.</td>
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<tr>
<td>95-90-85%</td>
<td>Grade will drop in these increments with any violation in any area up to three violations in one area of professionalism.</td>
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<tr>
<td>85-80-75%</td>
<td>There were more than three violations in one area of professionalism or a total of four to six violations from various areas of professionalism. This shows a pattern of negative behavior. Make an appointment with me immediately.</td>
</tr>
<tr>
<td>75-70-60%</td>
<td>There were more than three violations in two areas of professionalism or a total of nine to 11 violations from various areas of professionalism; We need to make an appointment with the Block III Coordinator to develop a Professional Growth Plan. Violations have continued despite meeting with Block III Coordinator.</td>
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<tr>
<td>59% or below</td>
<td>Failed professionalism for this course.</td>
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**Late Assignments:** Assignments are due at the beginning of class. Students are required to turn in all assignments by the designated dates, even if student is absent from class. Failure to do so will result in a deduction of professionalism points as well as deductions from assignment points.

Grade deductions for late assignments will work accordingly:

- If late anytime within a week from the due date (1 day to 1 week), student will lose 10% of the points on this assignment in addition to any errors found in the quality of the work submitted.

- For each day after 1 week from due date, student will lose an additional 10% of the points on top of the initial point deduction and any additional errors found in the quality of the work submitted.
Note: There is one exception to the Late Assignment policy: If a student notifies the instructor in writing at least 24 hours before due date, this student will be given up to one week from the due date to complete the assignment. When notifying instructor, be sure to provide instructor with your name, course number, and title of assignment that will be late.

*A Professional Growth Plan (PGP) will be written for students who repeatedly demonstrate unprofessional behavior in this course or in any other Block III course. The PGP will be sent to the Chair of the department to be placed in the student’s permanent department file.

Absences: Students are required to attend all classes. Only written medical excuses of illness or a written death notice of a family member will be excused. This policy is non-negotiable.

Regardless of reason for an absence, students are responsible for all information covered in their absence from class and for all assignments. If a student is absent, it is his/her responsibility to check CourseDen for any archived instruction for that week, request class notes from at least one peer who was in attendance, and to turn in any assignments that are due. An absence DOES NOT change an assignment’s due date. Contact the instructor to make arrangements if necessary BEFORE the assignment is due. Each unexcused absence will result in a deduction in Professionalism points. See the professional behaviors’ deduction chart at the end of this section of the syllabus.

Tardiness: If students are not physically in their seats, regardless of the reason, once the professor begins class is tardy for class. These students are responsible for what has taken place in class. Therefore, tardy students are strongly advised to check in with at least two classmates during any official breaks or after class. I recommend you ask if any changes have been made to the course calendar or to assignments and for a copy of his/her notes. Each tardy will result in a deduction in Professionalism points. See professional behaviors’ deduction chart at the end of this section of the syllabus.

Missed Quizzes Policy: If a student misses an online quiz for an excused absence* this student must make-up this quiz within 2 weeks. This student will need to make arrangements with instructor so that the online can be released. No other excuses will be acceptable. Failure to complete online quizzes for any other reason and/or failure to make up an online quiz within the 2-week time frame will result in a deduction of professionalism points per missed exam AND of all points for each missed exam.

* Only written medical excuses of illness or a written death notice of a family member will be excused. This policy is non-negotiable.

Extra Credit: Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.

Student Concerns/Questions Policy: If any student feels the need to meet with me, she is strongly encouraged to do so. Despite any worries of “bothering” me, if you feel you would like to speak with me about anything that concerns you (any questions you may have regarding our course or the profession of teaching), do so. I welcome this opportunity!
## CLASS TOPIC OUTLINE (Tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Weekly Assignments</th>
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<tbody>
<tr>
<td>August</td>
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<tr>
<td>28</td>
<td><strong>Discussion:</strong> Introduction and Overview of Course:</td>
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<td></td>
<td>• Course Syllabus</td>
<td><strong>Review:</strong> All Assignments and CourseDen Resources</td>
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<td>• Case Study Requirements</td>
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<tr>
<td>4</td>
<td><strong>Discussion:</strong> Assessing Students’ Math Knowledge and Skills</td>
<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 1</td>
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<tr>
<td>11</td>
<td><strong>Discussion:</strong> Chapter 1: Successfully Identifying and Remediating Mathematical Errors</td>
<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 2</td>
</tr>
<tr>
<td>18</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 2: Counting and Cardinality Errors</td>
<td><strong>Quiz 2:</strong> Drake &amp; Duplechain – Ch. 2</td>
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<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 3</td>
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<td><strong>Finalize:</strong> Basic Facts Resource Review</td>
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<td>25</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 3: Addition and Subtraction Errors May (1990) – Addition and Subtraction</td>
<td><strong>Quiz 3:</strong> Drake and Duplechain – Ch. 3</td>
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<td></td>
<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 4</td>
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<td><strong>Basic Facts Resource Review Due</strong></td>
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<td>2</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 4: Multiplication and Division Errors May (1990) – Multiplication and Division</td>
<td><strong>Quiz 4:</strong> Drake &amp; Duplechain – Ch. 4</td>
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<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 5</td>
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<td>9</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 5: Fractions: Concepts and Operations</td>
<td><strong>Quiz 5:</strong> Drake &amp; Duplechain – Ch. 5</td>
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<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 6</td>
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<tr>
<td>16</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 6: Decimal Errors</td>
<td><strong>Quiz 6:</strong> Drake &amp; Duplechain – Ch. 6</td>
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<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 7</td>
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<td><strong>Finalize:</strong> Diversity Presentations</td>
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<tr>
<td>23</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 7: Geometry Errors</td>
<td><strong>Quiz 7:</strong> Drake &amp; Duplechain – Ch. 7</td>
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<td><strong>Read:</strong> Drake &amp; Duplechain – Ch. 8</td>
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<td><strong>Finalize:</strong> Diversity Presentations</td>
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<td>30</td>
<td><strong>Discussion and Demonstration:</strong> Chapter 8: Measurement Errors</td>
<td><strong>Quiz 8:</strong> Drake &amp; Duplechain – Ch. 8</td>
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<td><strong>Due:</strong> Diversity Presentations</td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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<td>6 Nov</td>
<td>Diversity Presentations Due</td>
<td>Read: Drake &amp; Duplechain – Ch. 9</td>
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<td><strong>Discussion and Demonstration:</strong></td>
<td>Quiz 9: Drake &amp; Duplechain – Ch. 9</td>
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<td></td>
<td>Chapter 9: Data Analysis Errors</td>
<td>Read: Drake &amp; Duplechain – Ch. 10 &amp; 11</td>
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<td></td>
<td><strong>Prepare for Case Study Meeting:</strong></td>
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<td>Diagnosis and remediation plan for basic</td>
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<td>facts/violation of algorithms.</td>
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<tr>
<td>20 Nov</td>
<td>Non-Basic facts Case Study Meetings</td>
<td>Finalize: Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalize: Mathematics Kits</td>
</tr>
<tr>
<td>27 Nov</td>
<td>Happy 🦃 Thanksgiving!</td>
<td>Enjoy the break!</td>
</tr>
<tr>
<td>4 Dec</td>
<td><strong>Discussion:</strong></td>
<td>Due: Case Study</td>
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<tr>
<td></td>
<td>Case Studies Due in Class and on TK-20*</td>
<td>Due: Diagnosing and Remediating Kit</td>
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<tr>
<td></td>
<td>Diagnosing and Remediating Kits Due*</td>
<td>Study: Final Exam (Drake &amp; Duplechain</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Chapters 1 -10).</td>
</tr>
<tr>
<td>11 Dec</td>
<td><strong>Final Exam</strong></td>
<td>*The Final Exam will be given during</td>
</tr>
<tr>
<td></td>
<td></td>
<td>our regular class time in Computer Lab 204</td>
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