



- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

**Overview:**

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

**Course Goals and Objectives:**

As a result of these courses, the student will be able to:

1. Design and implement rough draft math strategies
2. Create and engage student participation and math talk
3. Create and increase collaborative problem-solving
4. Increase math revisions

The following published book is currently being used as text for the ArmchairEd course:

**Rough Draft Math:**

Jansen, A., & Berry, R. Q. (2020). *Rough draft math: Revising to learn*. Stenhouse Publishers.

Talking and writing about unfinished ideas is vital to learning mathematics, but most students only speak up when they think they have the right answer - especially middle school and high school students. Rough Draft Math shares the power of infusing math class with the spirit of revision so that students feel comfortable thinking aloud as they problem-solve rather than talking only to perform right answers. As part of the rough draft framework, a class of students becomes an equitable and inclusive community of thinkers, one where students feel safe to engage in discourse while developing mathematical competency and confidence. The course includes specific teaching techniques and a range of classroom vignettes showing rough draft math in action within a student-centered teaching approach. Children can develop solutions at their own pace and share thought processes behind their conclusions. Rough Draft Math provides a blueprint for educators to allow free-thinking discussion while maintaining mathematical learning goals. It shows how to create an energetic classroom culture where students readily participate and share their evolving understanding while engaging in math talk, collaborative problem-solving, and ongoing revision of ideas.

**Credit Options:**

The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three required essays.

**Grading Rubric:**

Letter Grade: 90%: A grade  
80%: B grade  
70%: C grade

Pass/Fail: Coursework must be passed with 70% criterion

Multiple Choice Test: 25% of overall grade

Essays: 75% of overall grade

**Three essays required:****Three essays required:**

Option 1: Chapter two of the text discusses building a culture of rough draft thinking. Describe how you can develop the culture of rough draft thinking in your classroom.

Option 2: Take a few minutes to reflect on your own math instruction in your classroom. Consider the information you are taking from this text. What might or will you do to modify math instruction in your classroom.

Option 3: Using specific examples, describe how your use of Rough Draft Math has impacted the learning outcomes for a specific student or group of students.

Option 4: Several protocols for revising are described in the text. Apply one or more of these approaches from the text with your students. Identify the goal and what you hope to achieve. Describe the outcome.

Option 5: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

**Essay scoring rubric:**

Three essays required

Three to five pages each

Each essay 25% of overall grade

Single-spaced, 10 to 12-size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling, and writing skill

Demonstration of applied knowledge

- All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.
- You must download the coursework before starting this course.
- Submit all coursework together.  
All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.

