MATH 534
DIAGNOSIS AND REMEDIATION IN MATHEMATICS
SPRING 2021

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MW 121

Office Hours at CCSU
Tue – Thurs: 1:00 – 3:00
Monday 3:00 – 7:00
Other Times by Appointment

Class: Monday 7:20 – 9:55

860-832-2847 Office—I rarely use this phone
860-833-6393 Cellular-this is the best phone to call on
413-525-7888 Home
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READ THIS SYLLABUS CAREFULLY. YOU ARE RESPONSIBLE FOR KNOWING THIS INFORMATION! THIS SYLLABUS MODELS THE REQUIREMENTS OF THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION.

REQUIRED Pre-requisites: either MATH 303, 410, 412, 413, 531, 532, 506, 507, 508, 509, 536, 537, 538, or 539. These are the content courses that meet the NCATE requirement that the education professional is an active learner. In meeting that requirement these prerequisite courses help develop strong content knowledge in mathematics. These prerequisite courses help you develop the pedagogical knowledge for the mathematics you are about to teach. To this end, all of the above courses are generally referred to as either mathematics methods courses or content courses. A student, who has not had one or more of the above courses, or some equivalent course, is truly not qualified for this lab course and would almost certainly not be successful. So, if you haven’t had the appropriate content courses in mathematics and an appropriate methods course you should not be registered for this course. This lab course will help you meet the NCATE requirement that you will learn to communicate in multiple forms to audiences who are more diverse that you are used to dealing with. Finally, this lab course will teach you to think critically in planning for the meaningful instruction of your young learner. In doing so you will become proficient at problem solving, both in the area of mathematics, and in the area of making pedagogical decisions in devising appropriate plans for your young learner.

PURPOSE OF COURSE: This course will provide you with a laboratory experience in which you will work with a student who has been identified to you as having a problem or difficulty with mathematics. NCATE requires that you apply your knowledge of human development in working with your young learner. You will diagnose the student using techniques from developmental psychology, and mathematics content assessment learned in this class. After the diagnosis phase, and after you have written a
sound diagnosis and developed an equally sound remediation plan, you will begin the remediation phase in which you will attempt to use skills learned in one of the above named required pre-requisite courses along with skills learned in this class to bring the student from the point of your diagnosis to a point of higher understanding of mathematics. Students of the type you will be working with are clearly aware of their lack of proficiency in mathematics. As NCATE states, you must be most respectful and value your young learner.

ASSESSMENT: The assessment procedure most commonly used in this lab course is the interview. As NCATE requires, you will come to understand the value of this procedure in working with a learner who has developed truly idiosyncratic understandings and meanings.

Again, following the NCATE model, you will prepare a complete, highly professional, and reflective diagnosis and remediation report which, at the end of the course, you will deliver to the person who recommended the learner to you for diagnosis and remediation. This report will show how you made informed and ethical decisions in developing the instructional program for this learner. You will explain how you worked with other professionals—including your fellow CCSU students in this class. And finally, it will show how you accepted responsibility for the work you performed with this learner. You will develop the report by turning in your progress to me on four different dates for my comments. You will turn in your report as an attachment on e-mail. You may e-mail it to me at halloranp@ccsu.edu, or halloranp@gmail.com. Lately we have been having computer problems with the ccsu.edu account. So, perhaps the gmail.com account would work better. Each time you turn in the total “report-in-progress” I will write a letter to you making suggestions and recommendations. Also, include the following information on the attachment: Your name, Course Number, Date, your e-mail address. If any of those are missing it will cause a slow down in getting your work back to you. Here is how it should look:

FROM LINE: Your name
SUBJECT LINE: MATH 534 3-30-2020 ABC

The FROM line is self-explanatory. The SUBJECT line has math 534, so that I know which course you are in. The date lets me know the order in which you have sent things to me, and the ABC are your initials.

On the top of the attachment include your name, the course number AND your e-mail address.

By the third class, you will have procured your student and will have completed the Developmental tests. The student that you select cannot be, or have been, a student of yours. I make this requirement because I want you to be able to diagnose the learner’s problem with no preconceived notions as to the learner’s abilities or difficulties. From having taught a diagnosis and remediation course of this type more than 35 times I have
come to realize that the best candidate learners are no younger than 3rd graders and no older than 9th graders. For those of you who are in Secondary Education, or Adult Education, I have also found out that high school and adult learners generally have the same difficulties as 3 to 9th grade children, except that high school students and adults are much more difficult to work with. They have “fixed” their behavior and are very reluctant to change—even if they are asking for help. So, any of you who are secondary or adult education teachers will gain the same knowledge working with an upper level middle school student as you would with a high school student, except that you will more than likely have more success with the upper level middle school student. Remember, you probably only have about 9 to 11 weeks to work with your student in the remediation phase of the lab course.

You will need to spend a minimum of about one and a half hours per week with your student. Any less time than that is of really no value to you or your student. By the fourth week you will have completed the “mathematics” component of the assessment. On the fifth week you will turn into me the diagnosis and recommendations for correction of the student’s problem. I will have the results back to you with comments and a “subjective grade” as of that moment within the week. You will be able to bring your grade up to whatever you want it to be by correcting or fixing the things on which I comment.

You will turn in the ever growing report-in-progress on at least three more occasions, which includes the final submission. Obviously, there are no tests in this lab course—everyone is working with a different student, and those students have different problems.

The dates on which you will send to me your work are:

February 22; March 29; April 19 and May 10
Both you and I need to pay close attention to these dates because I will have a lot of work to do in commenting on them. If they back up it will be almost impossible for me to get back to you, and so you will have less time to improve on your report-in-progress. It’s not so important how far you have gotten before turning in your report. You just turn it in as of that date. If you tell me that it isn’t ready, or at the stage that you want it to be, then things will get backed up and both you and I will be frustrated.

Here is some other important information from the university.

University Policies:

1. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment...
with me as soon as possible. My telephone numbers and office hours are given above.

2. In the event of a weather emergency which requires curtailment or cancellation of classes, listen to WTIC (1080 AM) or call (860) 832-3333 for the “general snow message.”

3. Last day to drop a course is Monday, March 19. Forms are available in the Enrollment Center, Willard Hall. Cessation of attendance, notice to the instructor, or telephone calls to the Enrollment Center are not considered official notice of a student’s intention to drop the course.

**Resources Available:**

1. If you need help, take advantage of my office hours, or call me up.
   Good luck,

   Dr. H