



The University of Southern Queensland

Course specification

Description: Emerging Numeracy						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2008	41255	1, 2005	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Noel Geoghegan
Moderator: Deborah Geoghegan

REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEPR or BEEC or BESM or BESC or BEPG or BEPH or BPMH or BSMG or BECS or BECH or BEEG or BEEH or PDEV or SING or BPMU.

OTHER-REQUISITES

Pre-requisite: Students may only enrol in external mode if they are enrolled in an external program.

RATIONALE

From infancy, children are actively engaged in developing concepts which allow the organisation and categorisation of information. Through interaction with the environment during everyday experiences, children construct and test their concepts which include mathematical thinking. It is important that adults (including parents and caregivers) who are influential in the early years of a child's life have an understanding of how young children develop mathematical thinking so that appropriate experiences may be provided. Additionally, an awareness of the development of mathematical language, fundamental mathematical concepts and skills, and the sequence of the discipline knowledge of mathematics is necessary for teachers to plan effective learning opportunities for children.

SYNOPSIS

This course examines the development of mathematical concepts and skills in young children. Emphasis is given to the types of learning experiences which encourage the young child's exploration and development of the fundamental concepts, attitudes, and skills involved in emerging numeracy. This course emphasises literacy correctness in all its forms. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators)

working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On successful completion of this course students will be able to:

1. demonstrate an understanding of the teaching and learning theories associated with mathematical development in young children;
2. apply such theories to the development of appropriate learning and assessment activities;
3. explain the role of language in teaching and learning mathematics;
4. utilise appropriate mathematical language for teaching and learning mathematics;
5. describe and plan for a range of learning environments and materials that enhance mathematical learning for young children;
6. explain the importance of play in mathematical learning;
7. describe mathematical learning opportunities which may be provided through structured and unstructured learning experiences;
8. critically evaluate various mathematical materials and resources to assess their usefulness;
9. identify the mathematical concepts, skills and attitudes which young children usually develop from birth to eight years;
10. describe problem-solving applications for young children which foster their mathematical learning;
11. list ways in which parents may encourage mathematical learning in young children at home;
12. use written communication effectively and appropriately;
13. write clearly, grammatically correctly and with accurate spelling and punctuation.

TOPICS

	Description	Weighting (%)
1.	The development of math concepts	20.00
2.	The role of language in teaching and learning methods	10.00
3.	The role of materials in developing mathematics thinking	10.00
4.	Fundamental mathematical concepts, attitudes and skills	10.00
5.	Applications of fundamental concepts and skills	10.00
6.	Mathematical learning through play	10.00
7.	Higher-level activities and concepts	10.00
8.	Young children and problem solving	15.00
9.	Parents and maths in the home	5.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Sperry Smith, S 2001, *Early Childhood Mathematics*, 2nd edn, Allyn & Bacon, Boston.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Baratta-Lorton, M 1979, *Workjobs II: Number Activities for Early Childhood*, Addison-Wesley Publishing Co, Menlo Park, CA.

Charlesworth, R 2000, *Experiences in Math for Young Children*, Delmar, New York.

Mannigel, D 1998, *Young Children as Mathematicians*, 2nd edn, Social Science Press, Katoomba, NSW.

Moomaw, S & Hieronymus, B 1995, *More Than Counting: Whole Math Activities for Preschool and Kindergarten*, Redleaf, St Paul.

Payne, JN (ed) 1990, *Mathematics for the Young Child*, National Council of Teachers of Mathematics, Reston, VA.

Perry, B & Conroy, J 1994, *Early Childhood and Primary Mathematics: A Participative Text for Teachers*, Harcourt Brace, Sydney, NSW.

Pound, L 1999, *Supporting Mathematical Development in the Early Years*, Open University Press, Buckingham.

Tertini, J 1995, *Mathematics for the Very Young: A Resource Book*, Martin Educational, St Leonards, NSW.

Tertini, J 1994, *Maths Games to Make and Play: A Companion to Mathematics for the Very Young*, Martin Educational, Cammeray, NSW.

Welchman-Tischler, R 1992, *How to use Children's Literature to Teach Mathematics*, The National Council of Teachers of Math, Reston, VA.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	45.00
Directed Study	80.00
Private Study	40.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ESSAY ON MATHS TOPIC	40.00	40.00	06 May 2005
EXAMINATION	60.00	60.00	END S1 (see note 1)

NOTES

1. Examination date will be advised during semester.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 3 Penalties for late submission of required work:
If students submit an assignment after the due date without prior approval then a penalty of 10% of the total marks available for the assignment may be applied for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination."
- 7 Examination period when Deferred/Supplementary examinations will be held:
(b) Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

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