**AUBURN UNIVERSITY**

**SYLLABUS**

**The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.**

1. **Course Number: CTEE 4040**

**Course Title: Curriculum Mathematics**

**Credit Hours:** 3 semester hours

**Pre/ Co-requisites:**  This section is restricted to Elementary Education majors enrolled in CTEE 4030: Natural Science

1. **Term** Fall 2020

**Day/Time** Tuesday 8am-10Am/ Lab MWF 7:30-3pm

**Room:** HC 2414

**Instructor** Dr. Megan Burton

**Office Address** 5020 Haley Center

**Contact Information (phone, e-mail)** 844-8141, megan.burton@auburn.edu

**Office Hours** : ZOOM Tuesdays 7-8am and 12-1pm. The instructor is available to support your academic growth and flexible to your schedule. To make an appointment, please email to schedule meetings in the office, via phone, or via ZOOM

1. **Texts or Major Resources:**

**Required Texts:**  Elementary and Middle School Mathematics: Teaching Developmentally, 10th Edition. Van de Walle, Karp & Bay-Williams ISBN 9780134802084

**Required Materials**

Composition notebook, folder, school pouch with supplies (tape, ruler, mini-scissors, markers, pencil, black ink pen, white out, thick Crayola markers, index cards), COE name-button *[LRC for buttons.]* Materials needed to construct instructional charts, games, and other teaching resources. Mask and technology (access to computer, printer, and internet).

**Alabama Course of Study Mathematics**<https://www.alsde.edu/sec/sct/COS/2019%20Alabama%20Course%20of%20Study%20Mathematics.pdf>

1. **Course Description:** Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for integrated study of mathematics for elementary learners. During this course the students will participate in part of the AMSTI precertification training for schools in the state of Alabama.
2. **Student Learning Outcomes:**
3. **Goal:** To critically analyze curriculum and the process of teaching and learning mathematics in the elementary grades.

**B. Objectives:** Student learning outcomes (SLO) for elementary education majors are based on the Alabama Quality Teaching Standards [state standards] (AQTS) and the Association of Childhood Education International (ACEI) [national standards]. After the completion of the course and the clinical based lab, the pre-service teacher should:

1. know, understand, and use the major concepts and procedures that define numbers and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they will engage in problem solving, reasoning, proof, communication, connections, and representation. This includes understanding current reforms efforts and technological resources that enhance the learning experience for K-6 students. (AQTS 1.A 1, B. 1; 4.A. 3) (ACEI 2.3)

2. have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning. Recognize and develop lessons that use techniques such as mathematical recreation, manipulative materials, and technology to enhance development and learning. (AQTS 1.A v, 1.B. iii) (ACEI 2.3, 3.1)

3. demonstrate in-depth knowledge and understanding of how the major concepts and themes of mathematics are integrated across academic fields (AQTS 1.A v, 1.B. iii) (ACEI 2.3, 3.1)

4. plan and implement engaging learning experiences based on the Alabama Course of Study for Mathematics and the National Council of Teachers of Mathematics standards in which K - 6 students are challenged to problem solve, analyze, and evaluate real world situations and are able to demonstrate their competence and build on prior knowledge. (AQTS 1. A. ii, iii,iv,v; B. ii,iii; 2.A. v, vi, vii) (ACEI 2.3, 3.3., 3.4)

5. use the major concepts and modes of inquiry from mathematics to promote elementary students' abilities problem solve, reason, communicate mathematically, make connections and represent their thinking in a clinically based lab placement (AQTS 4.A. iii, iv, v) (ACEI 2.3)

6. Recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem solving, inquiry and debate in new settings in a clinically based lab placement (AQTS 2.D. i, ii, vi, vii, ix, x; 3.A v, vi, vii) (ACEI 2.3)

7. plan and implement a variety of individual and group activities that emphasize student participation. Plan and analyze appropriate assessments in order to monitor K-6 student learning and progress (AQTS 2.E.i, ii, v, vii, viii, ix, x, xi)(ACEI 4.0)

8. demonstrate an understanding of the teaching professional codes of ethical conduct (AQTS 5.E. i, ii, iii, iv F.i, ii, iii, iv) (ACEI 5.1)

9. reflect on their own teaching practices and consult with other professionals in order to grow professionally (AQTS 5.B iv, v, vi, vii) (ACEI 5.1)

10. Use clinical based lab placement's observation and practice of teaching and learning as a basis for experimenting with, reflecting on, and revising professional practice (AQTS 2.D. v, vi, vii, viii, ix, x) (ACEI 5.1)

1. **Course Content Outline: *Instructor reserves the right to change schedule/ modify experiences***

**\* All homework listed is due at the beginning of the class period**

**\*Highlighted options are not confirmed at this moment.**

**\*Keep MWF 7:30-3:30 open for meetings with instructors, class, and meeting with peers**

* August 17 Monday- Introductions
* HW: Bring composition notebook, supply pouch, a printed or electronic copy of syllabi & math textbook (electronic or hard copy) to class
* HW: Classroom Management Google Slide Assignment
* HW: Read Chapter 2. Write something that resonates with you from each section in your math journal.
* August 18 8-10am–Teaching Principles & Standards/ Number sense
* HW: Read chapter 4. Write something that resonates with you from each section in your math journal.
* August 19 8-10 or 10-12 What Is Effective Mathematics Teaching? Place Value, Meeting the needs of all learners
* HW Due: Complete and Assignment in Canvas folder before class. Bring a copy to class to discuss.
* August 21 Asynchronous Assignment:
* Watch the webinar: The 5 Practices in Practice <https://www.nctm.org/online-learning/Webinars/Details/359> - Take notes in your journal, reflect on how this relates to your experiences as a student and teacher thus far, what are 2 takeaways you want to do in the future after watching this. Complete the Lasagna Task on page 4 of the handout and upload this along with a screen shot of your notes and reflection.
* Read Chapter 9 or 10 Write something that resonates with you from each section in your math journal.
* August 24 Watch the webinar: The 5 Practices in Practice <https://www.nctm.org/online-learning/Webinars/Details/359> - Take notes in your journal, reflect on how this relates to your experiences as a student and teacher thus far, what are 2 takeaways you want to do in the future after watching this
* August 25 Planning in PBC/ Place Value/ Computation
  + HW Due: Read Chapter 11 and resonated with you from each of the 5 sections. This could be a question, observation, concern, disagreement, or "ahaa" moment
* August 26 Virtual Lab orientation 8-12
* Sept. 1 Algorithms/ Virtual Manipulatives
  + HW Read Ch 13 and write something that resonates with you from each section.
* Sept. 8 Fractions-
  + HW Due: Read Chapter 15 post something that resonates with you from each section in your journal
* ***\*\*\*\*\*\* First Day of Field Placement Sept. 9th\*\*\*\*\*\*\*\*\*\*\****
* Sept. 15 Fractions/ Concrete Manipulatives-
  + HW 12 and write something that resonates with you from each section
* One week in the field Sept. 21-Sept. 25
* ***\*\*\* First Math Lesson Observation, reflection and lesson plan MUST be submitted in hard copy form within 1 week after teaching lesson (Oct. 2 at the latest)***
* Sept. 29 Fractions/ Review for test
  + HW Due: Read Chapter 16 post something that resonates with you from each section in your journal.
* Oct. 6 **Pedagogy Test (One portion is taken in class and one portion you complete based on placement observations and upload to Canvas before class)**
* Oct. 13 Measurement/ Geometry
  + HW Due: Read chapter 6 and post something that resonates with you from each section in your journal/
* Oct. 20 Geometry/ Measurement **Homeworks is Due**
* Oct. 27 Algebra/ Geometry/ Measurement
  + Due: Read chapter 20 make an entry for each section
* One week in the field Nov. 2-6
* Nov. 10 Data Analysis Pulling It Together. What type of teacher will you be?
  + HW Due: Read Chapter 21 and make an entry for each section
  + **Journal Due**
* Nov. 17 **Teaching Artifact (2nd lesson) Due**
* ***\*\*\*\*\*\* Last Day of Field Placement Nov.18th\*\*\*\*\*\*\*\*\*\*\*\****
* Nov. 20 Last Day of Classes
* Nov. 23 and Nov. 24 Make up day (if you didn’t miss a day this is free time)

***\*\*\*Submit completed Teaching Artifact (Part I and II) on Canvas November 17 This includes the lesson plan, write up, photos of student work samples, video notes, and peer observation. \*\*\*\*\****

\***Assignments/Projects:**  A complete list of assignments and due dates is posted on the Assignment page of Canvas.

|  |  |
| --- | --- |
| **Due Date** | **Assignments** |
| 8/20/20 | Lab manual and field placement acknowl. form |
| 10/2/20 (if virtual a. similar assignment will be added as replacement) | 1st Lesson plan, observation, reflection, & student feedback |
| 10/6/20 | Pedagogy Test |
| 10/20/20 | HomeWorks Lesson |
| 11/10/20 | Journal |
| 11/17/20 (similar assignment will replace if we move to virtual) | 2nd Lesson plan (Intervention lesson), asset and growth data table |
| 11/24/20 | Final placement paperwork and Class Engagement |

**^All assignments must be completed in order to get credit for this course, even if turned in late for less credit.**

**\*Students MUST have satisfactory marks on all areas of the COURSE AND FIELD PLACEMENT by the end of this course in order to receive credit for this course.** Students will be counseled throughout the course by written notification (email), and for more serious matters in person (signed letter or contract), if they are not meeting SATISFACTORY expectations on indicators before the end-of-course conference.

\*\*Meeting weekly attendance, planning, teaching, and professional dispositions in the classroom is required for all field students in this course to show readiness for internship. Students who are not continuously meeting all of these expectations may fail their lab placement and this course. **See Lab Placement Handbook.**

\*\*\*Students must meet the total required lab hours and Standards on the *Final Lab Placement Form* in order to pass this course. **See Lab Placement Handbook.**

* Use of *Canvas* system, internet, and email for communication and instruction. All assignments must be submitted in either rich text or Microsoft word format unless directions were given to use PowerPoint or Excel. It is the students’ responsibility to check the assignment, once submitted, to ensure it went through properly. Please save all files with your last name and assignment type in the filename.
* Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments that have multiple mathematical, grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course. **Late weekly assignments will not receive credit.**

1. **Rubric and Grading Scale:**

All rubrics are posted on Canvas. The Auburn Standard Grading Scale will be used to determine grades for this course.

A   =  90-100          B   =  80-89           C   =  70-79

D   =  60-69            F    =  below 60 points

**\*Grades will *NOT* be rounded up at semester end.**

#### POSTING/APPEALING EXAM AND ASSIGNMENT GRADES

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**Students must complete all projects with a passing grade in order to pass the course.**

1. **Class Policy Statements:**
2. **Late submissions:** It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT on the date noted on the class calendar (unless the time is specifically stated). Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines
3. **Make Up Work/ Missed Classes:** Students who miss the normal exams, assignments, or classes will need to contact the instructor and turn in the valid excuse within **48 hours**from the time of the exam/class/ assignment. The makeup work and schedule is determined by the instructor and will need to be done within ONE week (5 work days) from the time that was missed. Students will need to check the class email for the makeup details. Students who miss the makeup without valid excuses will get zero. The format, questions and difficulty-level of make-up work are not guaranteed to be same as the normal work, which are at the discretion of the instructors. Students are not allowed to choose the make-up dates, formats on their own.**Valid excuses**include: 1). illness documented by a physician. 2) evidence of personal or family emergency. 3) official university excuses.
4. **Instructor Assistance-** If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you, but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.
5. **Names and Pronouns:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

        \*Source: Auburn University College of Education, Critical Studies Working Group

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
   1. **At two absences from class students will be required to meet in conference to discuss continuing in this course.** [See Lab Manual for similar lab attendance policy]. Students will be counseled and placed on an attendance contract in order to continue in the course. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.
   2. Five points will be deducted from the final grade for any unexcused absence from class or lab. **At 2 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
2. Excused Absences:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be *(as specified by instructor).*

\*\* Covid 19 Note: Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

1. Accessibility**:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.
2. Social Distancing: Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

1. Face Covering Policy: In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

1. Possibility of Going Remote: The instructor reserves the right to determine that it is in the best interest of health to move to remote learning. In the event that we go remote, please be assured that the learning goals and outcomes of the course will not change. However, some aspects of the course may change in terms of mode of delivery, participation and testing. The details will be shared via Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency and ensure that you have access to a computer or internet.
2. Course Schedule: The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University or the changing needs of the class (being responsive to student needs). When changes are made, they will be communicated via Canvas Announcement, Canvas message, or email. In addition, all assignment due dates will be updated.
3. In the event that a student tests positive: Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.
4. Instructor Illness or Absence: If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible
5. Zoom Policies: When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
6. Honesty Code:  Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf). Some assignments will involve integrating readings & websites into your reflections & lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.** Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent.  Please be sure to cite any outside sources used in work.  Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.

1. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
2. Online Student Learning Expectations: You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face. This includes accounting for homework in addition to the time in class.
3. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

     Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings. It is the student’s responsibility to contact the instructor if assignment deadlines are not met.  Students are responsible for initiating arrangements for missed work.

Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend carefully to class presentations and discussions.  Professionalism is more than just showing up for class.  In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others.  It means actively and courteously listening to what others say and responding with your own perspective.  It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others.  Developing strong relationships with colleagues is one of the most important things we do as a teacher.

Cell phones and personal iPads need to be turned to off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.