**AUBURN UNIVERSITY**

**SYLLABUS**

**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

**2.** **Term** Fall 2021

**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**: Dr. Burton has a varying schedule, but will make time to meet with you to answer any questions, discuss concerns, or discuss anything related to the course. Please make an appointment, by email or [click this link](https://outlook.office365.com/owa/calendar/MeganBurton1%40tigermail.auburn.edu/bookings/) to schedule meetings in the office, via phone, or via ZOOM.

**3.** **Texts or Major Resources:**

**Required Text: Smith, M.S., Bill, V., & Sherin, M.G. (2019).** The 5 Practices in Practice. Thousand Oaks, CA: Corwin ISBN 9781544321134

**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>

**Course Description:** This course examines the principles, current research, and approaches to the teaching and learning of elementary school mathematics. It also explores the relationship between pedagogy and mathematics understanding appropriate for the instruction of children in kindergarten through sixth grade. Through this course, candidates explore and use major concepts and procedures related to teaching elementary mathematics content (geometry, numbers and operations, fractions, algebra, measurement, probability, and data analysis). Candidates plan, implement, and reflect upon appropriate mathematics lessons and curricular materials for the (K-6) classroom that involve rigorous tasks with various entry levels based on the state standards and standards produced by the National Council of Teachers of Mathematics. Lessons build conceptual and procedural understanding while promoting problem solving, reasoning, mathematical communication, make connections, an represent their mathematical thinking., discourse, and engage students in real-life problematics situations. They analyze appropriate assessment data to explain student strategies, provide student feedback to build conceptual understanding and procedural fluency, and plan for future intellectual, social, and emotional growth. Candidates have professional conversations with others about their teaching, and revise professional practices based on these experiences. Assignments include: 1) Lesson plan, reflection, and student work analysis; 2) pedagogical content knowledge test.

This course requires a field placement where students will have one elementary classroom placement for 70 clock hours over the semester (Monday, Wednesday, & Friday) in the same placement as other coursework with field placements and additional hours. During this placement, they will have increasingly more responsibilities and opportunities to practice teaching. They are placed in schools to have a chance to teach children according to the theory and methods presented in their university courses, along with the guidance and modeling their clinical educator provides, which meet state and national standards. We expect them to be working with children and co-teaching as much as you possibly can during this field placement.

**4.** **Student Learning Outcomes:**

**A.** **Goal:** To critically analyze curriculum and the process of teaching and learning mathematics in the elementary grades.

**B. Objectives:** After the completion of the course and the clinical based lab, the pre-service teacher should:

1. describe and effectively 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.

2. effectively use 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.

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.

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

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

7. plan and implement individual and group activities that emphasize student participation. Plan and analyze appropriate assessments in order to monitor K-6 student learning and progress

8. Exhibit professional dispositions including: preparedness for each class, active participation in all class activities, collaboration with peers, respect for diverse perspectives, proactive communication with instructors, reflection of personal cultural frames of reference, and responsibility in the field.

9. reflect on their own teaching practices and consult with other professionals in order to grow professionally

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

**Assessments of Learning**

*Detailed directions and rubrics will be provided for each assignment. The table below shows the alignment between certain course assignments and the Alabama CIEP Accreditation Standards.*

|  |  |
| --- | --- |
| **CIEP Standards** | **Course Assignment** |
| Standard 1, 2.3.3 | \*Lesson plan and reflection |
| Standard 2.3.1, 2.3.2, 3.2, 4 | \*Effects on Student Learning |
| Standard 2.3.1, 2.3.2, | Pedagogical Content Knowledge Test  |

\*Denotes a CIEP Key Assessment.

\***Assignments/Projects:**

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignments** | **Points** |
| 8/31/21 | Lab manual and field placement acknowledgement form | 2 points |
| 9/14/21 | Supporting ELLs in mathematics | 10 points |
| 10/8/21 | 1st Lesson plan, observation and reflection | 25 points |
| 11/30/21 | Pedagogy Test | 20 points |
| 11/16/21 | Journal and in class engagements | 16 points |
| 11/9/21 | Effects on Student Learning from- 2nd Lesson plan (Intervention lesson), asset and growth data table | 25 points |
| 11/16/21 | Final placement paperwork | 2 points |

If you feel confused or overwhelmed with an assignment at any point during the semester, please visit Dr. Burton during office hours and/or schedule an appointment with her so she can provide you with support you may need. Communication is extremely important in order for her to support you.

Assignments should be submitted on time. If circumstances arise where you are concerned about completing an assignment by the due date, please contact Dr. Burton to discuss the possibility of an extension at least 24 hours before the due date. Otherwise, there will be a 10% deduction per day for late assignments. Extensions are not guaranteed, but Dr. Burton is willing to work with you if emergencies arise and this is not common practice for you. If students have a concern with a specific grade received, Dr. Burton is willing to meet with them in order to discuss their learning, understanding, and effort.

· 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.**

**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. 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.

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

August 16 Monday 8-4pm AMSTI Training at the AMSTI Site (Dr. Burton will be sending directions)

● Homework Read article on Canvas labeled HW (Acorns to Oaks). Come with your responses written on a lose leaf sheet of paper or printed response.

● Does this article relate to your experiences as a learner and in classes you have observed? How is it different? What questions do you have? What is something you liked? What is one specific sentence or example that stood out to you? Why?

August 17 8-10:00 Introductions, What Is Effective Mathematics Teaching & Teaching Principles & Standards

● Bring composition notebook, supply pouch, a printed or electronic copy of syllabi & math textbook (electronic[]](https://usc-onenote.officeapps.live.com/o/onenoteframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Ftigermailauburn-my.sharepoint.com%2Fpersonal%2Fmeb0042_auburn_edu%2F_vti_bin%2Fwopi.ashx%2Ffolders%2F912fd10649904649b5ba31d64ab507a6&wdorigin=OFFICECOM-WEB.START.MRU&wdenableroaming=1&mscc=1&wdodb=1&hid=293FDC9F-B039-C000-3B19-0329DF3CBB70&wdhostclicktime=1626480162902&jsapi=1&jsapiver=v1&newsession=1&corrid=066c9c3c-dab7-4433-826c-cbf172cb621b&usid=066c9c3c-dab7-4433-826c-cbf172cb621b&sftc=1&mtf=1&sfp=1&wdredirectionreason=Force_SingleStepBoot&rct=Medium&ctp=LeastProtected#_msocom_1) or hard copy) to class

● HW In your journal: complete the questions about Number Talks using the video and questions on Canvas

August 18 Wednesday 8-4pm AMSTI Training at the AMSTI Site

August 20 Friday 8-4pm AMSTI Training at the AMSTI Site

August 23 Monday 8-4pm AMSTI Training at the AMSTI Site

● HW Read Chapter 1: Introduction.

● Note the 8 teaching practices- we will be using these throughout the semester. What questions do you have?

● How do they relate to the 5 teaching practices (see Fig. 1.2).

● What are the 3 norms for video viewing? How could this help in interpreting your own teaching in your videos later this semester?

August 24 8-10am What Is Effective Mathematics Teaching?

* + For Next Class Read Chapter 2 Setting Goals and selecting tasks
	+ ● Summarize what you learned about Practice 0. What are key questions to ask when considering tasks? What challenges do teachers face in setting goals and selecting tasks?
	+ ● Watch the video clip on page 31 and answer the 3 questions.

August 31 Setting Goals and selecting tasks for Number sense, Place Value & Computation

* + For Next Class: Read Chapter 3: Anticipating Student Responses
	+ ● Complete Analyzing the Work of Teaching 3.1 on pg 39
	+ ● See solutions in Figure 3.2 what questions do you have? Complete Pause and Consider from page 44
	+ ● Complete Pause and Consider on page 57
	+ ● Watch Anticipating Student Responses on page 65 and note one thing you notice or wonder.

 September 7: Supporting Diverse Learners and Anticipating Student Responses

* + **For Next Class: Complete Supporting ELLs in mathematics assignment on Canvas**

---------------------------Sept. 8 First Day in Placement------------------------

 Sept. 14 Planning in PBC/ Place Value/ Computation

* + For Next Class: Read the article on Canvas and note 3 things that can help you when planning your lesson.

September 21 Lesson Planning/ Algorithms/ Virtual Manipulatives

* + For Next Class: Read Chapter 4: Monitoring Student Work
	+ · Complete Analyzing the Work of Teaching 4.0 on pages 73-4 & 4.1 on page 76-77 & 4.3 on page 82-83 & 4.4 on page 86 & 4.5 on pages 88-89

 September 28 Monitoring Student Work/ Learning Trajectories and Strengths based teaching

* + For Next Class pm: Read Chapter 4: Monitoring Student Work
	+ · Complete Analyzing the Work of Teaching 4.0 on pages 73-4 & 4.1 on page 76-77 & 4.3 on page 82-83 & 4.4 on page 86 & 4.5 on pages 88-89

October 5 Monitoring Student Work: Fractions, manipulatives, and virtual manipulatives

* + **By October 8 11:59pm Submit Lesson plan 1, observation form, and reflection on Canvas**

● Oct. 12 Fractions/ Concrete Manipulatives-

* + For Next Class: Read Chapter 5: Selecting and Sequencing Student Solutions
	+ ● Complete Analyzing the Work of Teaching 5.1 pg 107 & 5.2 pg 123

● October 19 Fractions/

● For next Class: Mamadou- Watch a teacher leading a discuss on fractions in a summer remedial camp at the University of Michigan and answer questions in your journal

================One week in the field Oct. 25-29- During this week you will complete your 2nd lesson and analysis of effects of student learning==========================

● November 2 Measurement/ Geometry

For Next Class- Effects on Student Learning, observation and 2nd lesson plan

● November 9 Geometry/ Measurement

For Next Class: Journal and Class engagements is due

For Next Class: Read Chapter 6: Connecting Student Solutions

· Complete Analyzing the Work of Teaching 6.1 pg 144, 6.2 pg 146, 6.3 pg 148, 6.4 pg 151, 6.5 pg 157, & 6.6 pgs 163-4.

● November 16 Data Analysis

For Next Class: Pedagogy Test due

 November 30 Pulling it together

● 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.**

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

**6.** **Class Policy Statements:**

A. **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 the night before class (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

B. **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.

C. **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.

D. **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

E. 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.

F. 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/>).

G. 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).*

H. GoReact Students will be required to use GoReact during their field placement to upload and comment on a teaching video. GoReact is a password-protected, online platform that will work as a repository for your teaching videos during field placement. Dr. Demoiny will provide instructions for how to create an account. GoReact is the only way you can submit your teaching videos for this course! Students must upload video files directly to GoReact. Students are not allowed to upload videos to YouTube first and then use the YouTube link as the GoReact upload. This action violates our media release agreement between the university and elementary school students and families. If you have trouble compressing a video, you may visit the [GoReact Help Site](https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom) or complete the [GoReact Student Support Form](https://help.goreact.com/hc/en-us/requests/new).

\*\* Covid 19 Note/ Masks Required in Class:

The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

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.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

· [COVID Resource Center](http://auburn.edu/covid-resource-center/)

· [Student Counseling and Psychological Services](http://wp.auburn.edu/scs/)

· [AU Medical Clinic](https://cws.auburn.edu/aumc/)

· If you or someone you know are experiencing food, housing or financial insecurity, please visit the [Auburn Cares Office](http://aucares.auburn.edu/)

I. 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.

J. 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.

K. 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.

L. 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.

M. 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.

N. 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.

O. 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

P. 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.

Q. 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.

R. 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.

S. 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.

T. 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.

**Title IX Statement**

Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [Title IX](http://www.auburn.edu/titleix)