**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** CTEE 7446/0

**Course Title:** Curriculum and Teaching Mathematics

**Credit Hours:** 3 semester hours

1. **Term** Spring 2018

**Day/Time** Distance Learning Spring 2018

**Instructor** Dr. Megan Burton

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**Contact Information** [megan.burton@auburn.edu](mailto:megan.burton@auburn.edu)

**Office Hours** With appt. by email, phone, or ZOOM

1. **Texts or Major Resources:**

Required

* 1. Featherstone, H., Crespo, S., Jilk, L.M., and Oslund, J.A. (2011). [*Smarter Together! Collaboration and Equity in the Elementary Math Classroom*](http://www.amazon.com/Smarter-Together-Collaboration-Elementary-Classroom/dp/0873536568/ref=sr_1_1?ie=UTF8&qid=1365432842&sr=8-1&keywords=0873536568)*.* Reston, VA: National Council of Teachers of Mathematics. ISBN 0-87353-656-8
  2. Principles to Action EBook – <http://www.nctm.org/store/Products/Principles-to-Actions--Ensuring-Mathematical-Success-for-All/>

Additional References

* 1. **AU IMG Canvas Help:** 334-844-5181 or See [Canvas Help](http://www.auburn.edu/img/canvas/help/index.html)
  2. **Canvas Tutorials:** See the video guides for how to use tools:

[Canvas Tutorial](http://guides.instructure.com/m/4210)

* 1. American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (APA) – Sixth edition*. Washington, DC: APA. Or the electronic version can be downloaded at [APA Book](https://www.apa.org/pubs/books/4210512.aspx)

1. **Course Description:** Teaching practices and re-appraisal of selecting experiences and content for curriculum improvement in (K-6) mathematics education.

\*If you are pursuing an EdS or PhD degree, please email the professor within the first 7 days of the course, to discuss increased expectations.

1. **Student Learning Outcomes:**
2. Goal: To help participants enhance teaching of mathematics and their understanding of certain mathematical concepts and skills. To support the development of professional educational leaders who can: 1) analyze critically theories on the teaching and learning of mathematics; 2) evaluate mathematics curriculum and instruction in light of current research on effective teaching.
3. Objectives:
4. Examine scholarly research concerning the teaching and learning of

elementary mathematics.

1. Examine the various dimensions of mathematical curriculum, teaching, and learning
2. Evaluate current curriculum trends based on research, social issues, cultural issues, and discuss political trends that impact mathematics education.
3. Discuss conditions that foster a spirit of mathematical inquiry.
4. Adapt and expand activities and lessons from commercially produced materials;
5. Develop strategies for learners to express their mathematical understanding in multiple ways.
6. **Course Content Outline:**

*The use of technologies for distance learning delivery is essential. The instructor will respond to posts made by students within a week and will respond to emails within 48 hours. It is the student’s responsibility to ensure Canvas, internet, and Auburn University email is working. Auburn University email must be checked once every weekday.*

***Schedule***

Week of Jan. 10 Introductions- 1 Teaching Practice: Establishing Goals

-Post 1- Watch one of the following videos and compare it to your mathematics experiences as a student and as a teacher.

K/ tens frame- <https://www.teachingchannel.org/videos/kindergarten-math-lesson-nsf>

5th grade/ surface area- <https://www.teachingchannel.org/videos/teaching-surface-area>

Please begin your post by stating what grade level and topic video you watched. What is your ideal vision for a mathematics classroom? How is it similar or different to the video you watched? What hinders your vision from becoming a reality?

-Reading Reflection 1- Establishing Goals- Read pages 1- 16 in *Principles to Action*-

-In figure 2 (pp. 14–15), Mrs. Burke says that she wants students to “better understand these different types of word problems and be able to solve them.” Find solutions for each of the three problems in the figure. What equations could be written to solve each problem? Which equations match the story situation? Discuss how these three problems offer different ways to think about subtraction.

-Review the “Beliefs about teaching and learning mathematics” chart (p. 11, Obstacles). What productive beliefs are demonstrated in the conversation in figure 2? How do those beliefs move the planning forward?

Week of January 16 What is math understanding? Teaching Practice: Implementing Tasks & Using/ Connecting Representations- Read pages 17-28 in *Principles to Action*

-Post 2- Analyze samples of student work from a lesson that you have taught this year. Find 2-3 examples in which students have used different representations to solve the same problem. How could you connect those representations explicitly in future lessons? Find relationships between and among the representations and think about how you could use the students’ work to develop their understanding of a concept.

If you don’t have student work or lessons to do this activity, you will need to respond to BOTH sets of student data below to answer this question: <http://www.ets.org/s/efolio/pdf/Event_6-Samples_UpElem_6.12-13-14.pdf>

Look at David’s and Anna’s work in figure 17 (p. 43). How could Anna’s reasoning help David understand his mistake? What other representations could the teacher use to support the students’ thinking here?

-Reflection 2 pgs 17-28- Implementing Tasks- Read pages 17-23 in *Principles to Action*-What are the characteristics of a task that places a high-level cognitive demand on students? Find a low-level task (perhaps use your school’s textbook series to find a problem or task) how could you increase its cognitive demand? What types of questions could you ask, or what types of moves could you make, to support students who struggle to get started on a problem-solving task, without diminishing the cognitive demand of that task?

-Using/ Connecting Representations- Read pages 24-8 in *Principles to Action* Revisit the three problems for second-grade students in figure 2 (pp. 14–15). Show how students might solve each problem by using different representations. Discuss the relationships among all the representations generated for each problem. Review the “Beliefs about teaching and learning mathematics” chart (p. 11, Obstacles). What productive beliefs are evident in the Mr. Harris’s classroom, shown in figure 10 (pp. 27–28)? How do those beliefs support students in making connections among different representations of the problem?

Week of January 22 Facilitating Discourse, Questioning, Fluency- Read Pages 22-47 in *Principles to Action.* We won’t discuss the fluency section much this week, but you do need to read it to complete the assignments and we will refer to it later in the semester, when we use the other text. Also if you want to explore the concepts discussed on fluency in more depth, one place to start would be: <https://bhi61nm2cr3mkdgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/FluencyWithoutFear-2015-1.pdf>

-Post 3- Discuss how the use of different talk structures (whole-class, small-group, teacher-led, student-led, etc.) can affect mathematical discourse in the classroom. Share an example, for when each of these might be appropriate to push student learning forward. Then review fig. 14 and text on pp. 36–37 explain the differences you see in focusing versus funneling questions. Give an example of each at the grade level you either teach now (or use your last classroom grade level experience if you aren’t currently in class). Explain how funneling questions discourage dissonance and how focusing questions encourage dissonance.

-Reflection 3- This is 2 parts: Part 1 Questioning/ Discourse: Identify a math task that you might give to your students. State the learning goal, summarize the task, and then use the task to create a list of related questions using each of the 4 questioning types in the framework in figure 14 (pp. 36–37). It will be helpful to first *anticipate* likely student responses and misconceptions (see Smith & Stein’s practice 1, p. 30).

If your district uses a specific framework for questioning (e.g., Bloom’s Taxonomy or Webb’s Depth of Knowledge), compare that framework with the framework of types of questions shown in figure 14 (pp. 36–37). If you aren’t in a district or they don’t use a questioning framework, then select either Bloom’s Taxonomy (revised or original) or Webb’s Depth of Knowledge for this activity). Discuss any connections, similarities and differences.

Part 2- Content Review the different methods for multi-digit multiplication shown in figure 18 (p. 45). Discuss how the methods are interrelated. For example, the traditional algorithm gives a partial product of 368. Where can you find 368 in the other methods?

Week of January 29 Productive Struggle/ Student Thinking (PTA pp. 48-58)

-Post 4- 1) Review the problem-solving strategies suggested by Ms. Ramirez’s students in figure 21 (p. 51). Solve the problem by using each of these student-suggested strategies.

2) Review the video “My Favorite No: Learning From Mistakes” (<https://www.teachingchannel.org/videos/class-warm-up-routine>).  Choose a common student error and create a “favorite no” for the problem presented in figure 21. Why is this common error useful to know?

3)Review the “Beliefs about teaching and learning mathematics” chart (p. 11, Obstacles). What beliefs are evident in Ms. Flahive’s and Ms. Ramirez’s classrooms (see fig. 21)? What impact do those beliefs have on students’ opportunities to grapple with the mathematical ideas and relationships in the problem?

-Reflection 4- 1) Discuss how other mathematical teaching practices, such as selecting tasks, facilitating discourse, and posing questions, are connected to this practice.

2) Review the “Beliefs about teaching and learning mathematics” chart (p. 11, Obstacles). What beliefs are evident in Ms. Lewis’s classroom in figure 22 (pp. 55–56)? What impact do those beliefs have on the teacher’s ability assess her students’ understanding and make appropriate adjustments to her instruction?

3) Look at Maddie’s work and Gabe’s work, shown in figure 22. What conceptual understandings do the children demonstrate? What understanding does Maddie appear to be missing? How could the teacher leverage the students’ representations to develop Maddie’s understanding of the problem?

Week of February 5 Number Talk (also sometimes called Math Talk)- This week we are exploring a fairly common practice in math classrooms K-6 that encourages use of the math teaching principles and encourages students to make sense of mathematics and communicate their thinking. While the research on this routine is emerging, the ideas within the routine are well grounded in research. Please note the actual routine procedures varies, depending upon the company or person describing it, but the main ideas are the same. If you are not already doing Number talk, I encourage you to try this routine (but realize it takes time to develop it). If you are unfamiliar with this routine, please read resources you search and find on this routine (a starting place might be links like: <http://www.mathmammoth.com/lessons/number_talks.php> and <http://mathsolutions.com/common-core-support/math-talk/resources/>.

-Post 5-If you have implemented Number Talks/ Math Talks in your own classroom. Share a bit about your routine. How are students with different needs included in this routine? If you have not implemented number talks, share thoughts and connections you have with this routine. What questions or concerns do you have?

-Reflection 5- Select one of the videos at  <http://mathsolutions.com/common-core-support/math-talk/resources/> (the two videos are at the bottom of the page when click on the tab Math Talk) or one of the example Number Talk videos at <http://www.insidemathematics.org/classroom-videos/number-talks> and answer the questions below:

1) What content that was explored?

2) What understandings and/ or misconceptions do you see?

3) What ideas about future lessons, experiences, and/or problems do you have for the students in this experience (based on the responses of students)?

4) How are the teaching principles displayed in the example you viewed? What is missing (realizing this is one portion of a mathematics lesson)?

Week of February 12 Product vs. Process- This week we will examine the influence of feedback that you give students. We will examine praise of product versus product and we will also examine the impact of grades, grades with just feedback, and simply providing feedback. While we can’t change the systemic requirements, consider how these research findings relate to your current classroom practice and the ways they might inform your future practice.

Post 6: Read: <http://www.dylanwiliamcenter.com/is-the-feedback-you-are-giving-students-helping-or-hindering/> and the article in this module, “Never say Anything a Kid Can Say.” Share 2 things that resonated with you from each of these. How do these relate to your own practice and experiences teaching? What is a ‘take-away’ you have from these.

Reflection 6: Watch the following link

[https://www.youtube.com/watch?v=TTXrV0\_3UjY (Links to an external site.)Links to an external site.](https://www.youtube.com/watch?v=TTXrV0_3UjY)[](https://www.youtube.com/watch?v=TTXrV0_3UjY)

and post your reactions. Does anything surprise you? How does this impact your thoughts about feedback for students in your own classroom? Share one example of how you either do provide feedback that doesn’t focus on the end product/ answer in mathematics or you could provide this type of feedback if you aren’t currently in a mathematics classroom.

Week of February 19 Introduction to Complex Instruction

Post 7: Read chapter 1 & post 1 thing that resonated with you about the chapter. Share why you selected this item you did. This could be something you have experienced, something with which you disagree, something you struggle to achieve, something you didn't understand, something that you had not considered before reading, etc...

Reflection 7: Mamadou-Half-Rectangle Solve the 3 questions listed below regarding the blue & green rectangle problem:

Students were asked:

1. What fraction of the big rectangle is shaded blue?

2. What fraction of the big rectangle is shaded green?

3. How much of the big rectangle is shaded altogether?

Then watch the classroom scenario at the link ( <http://deepblue.lib.umich.edu/handle/2027.42/78024>*.* You have to scroll down the page to access the video. Then analyze what you see using the 4 adult questions listed below:

Answer the 4 questions below in regards to the 5-minute video:

1) How did the student thinking differ from how you solved the problem?

2) What understandings and/ or misconceptions do you see from the student?

3) Realizing this is a summer camp experience, for students who are identified as struggling. What are your thoughts about how Dr. Ball is establishing community and expectations. What ideas about future lessons, experiences, and/or problems do you have?

Week of February 26 Real world connections-

Post 8- Read chapter 2 and 3 and post 1 thing that resonated with you about each chapter (a total of 2 things). Share why you selected this item you did. This could be something you have experienced, something with which you disagree, something you struggle to achieve, something you didn't understand, something that you had not considered before reading, etc... Know that resources related to Complex Instruction can be found in multiple places. Once place to start is: <http://cimath.org/>

Reflection 8- Watch <https://www.teachingchannel.org/videos/student-participation-strategy> and share your noticings from this video. Also view the attached handout. What are your thoughts about benefits or drawbacks of using hand signals in the classroom? What are some norms and roles you establish in your math classroom to promote discussion, community, and positive interactions? If you are not in a classroom, what are some you plan to have?

Week of March 5 Addressing Status Issues in Planning

Post 9: Read chapter 4 and post 1 thing that resonated with you about each chapter (a total of 2 things). Share why you selected this item you did. This could be something you have experienced, something with which you disagree, something you struggle to achieve, something you didn't understand, something that you had not considered before reading, etc...

Reflection 9: Watch the following 2 teacher reflections and teaching moments: <https://www.teachingchannel.org/videos/subtraction-math-lesson-ousd> and <https://www.teachingchannel.org/videos/open-ended-questions-ousd> How does this relate to and the chapters you have read that discuss complex instruction? What is something this video caused you to consider that could influence your practice?

Week of March 12: No classes **AU Spring Break**

Week of March 19 Addressing status issues during the lesson

Post 10: Read Chapter 5 and 6. Reflect on what resonates with you. Has this course informed your practice in any way? If so how? (If you are not in a classroom, how could it inform your practice in the future?)

Reflection 10: What questions do you have about your upcoming assignment? What topic have you selected? Describe what you envision for your final project. What resources have you found? Are you trying something new in your classroom? How will this be useful for your future teaching practice?

Week of March 26 Selecting and designing tasks

Post 11: Respond to Chapter 7. Reflect on what resonates with you.

Reflection 11: <https://www.teachingchannel.org/videos/math-practice-standard-perseverance> How does Ms. Noonan differentiate to present appropriate challenges to each of her students? What kinds of formative feedback does she give as they work? How does this relate to your readings? What additional thoughts do you have about this week’s assignments?

Week of April 2 Stories from the field

Post 12: Read chapter 8. How do elements from each teacher’s story resonate with you or cause you to think/relate to other experiences?

Reflection 12: Watch either of the following videos and reflect upon their practice, our discussions this semester and your own practice:

1st grade: <https://www.teachingchannel.org/videos/grade-1-math>

3rd grade: <https://www.teachingchannel.org/videos/teaching-multiplication>

5th grade: <http://www.insidemathematics.org/classroom-videos/number-talks/5th-6th-grade-math-guess-my-rule/number-talk-part-1> guess my rule

Week of April 9

Post 13: Share a brief synopsis of your final project. How does this impact your teaching practice? Provide a summary of one of the resources you are using for your final project (include APA citation after the synopsis).

Reflection 13: Reflect on a lesson that did not go as expected. What formative assessment of student thinking could (or was) used to help in the planning of the lesson? What formative assessment of student thinking could (or was) used during the first half of the lesson to observe changes were needed? What changes were (or should have been made to address the student thinking? Consider one student with high status. How did he/she react and how were his/her needs addressed? Consider one student with low status. How did he/she react and how were his/her needs addressed?

If you are not in a classroom and do not have any prior experience that could help you address this question, create a detailed math lesson plan and outline what prior formative assessment data could be collected to inform this planning, what formative assessment opportunities you would provide in the first half of the lesson to inform if any changes need to be made. Then address specifically how you plan to meet the needs of students with various status, educational, and social needs.

Week of April 16 Fluency

Post 14: Research on your own and find the difference between automaticity in facts and fluency. Watch the following video and read the attached article. Reflect on how these relate to your own experiences in number (K) and computational (1-6) fluency.

<https://www.teachingchannel.org/videos/multiplication-division-in-the-core>

**Exploration into Topic of Choice Due**

Week of April 23 Reflection and Next Steps

Reflection 14: Read the following article. Reflect on your work this semester. What is one specific goal you can set, based on things explored this semester, that can positively impact your classroom? Is there something Dr. Burton can do to support your accomplishment of this goal? What is a recommendation you have for this class in the future?

1. **Assignments/Projects:**
2. Discussion Posts- Each week students will either serve as participant or moderator for a post, to create a community atmosphere via distance learning. The posts open by 8am on Monday and close by 8am on the following Sunday. This is to allow the moderator time to respond to the posts by 8pm on Sunday.

\*Assignment dates for moderators are shared the first week of class. If you have a conflict with the week you were assigned and won’t be able to read and post a summary by Sunday 8pm (perhaps it is a weekend you will be out of town or such), you must let the instructor know before January 17 5pm in order to switch schedules. Otherwise, it is your responsibility to complete the summary and serve as moderator the week you are assigned.

* 1. Participant posts- (13 at 3 pts each= 39 points total) You will participate in 12 of the posts as participants, you will be the moderator for the remaining post. A detailed description of your responsibility as post participant is listed after class policies.
  2. Moderator – (7 points) Each student will serve as moderator (or co-moderator) for one discussion post. This provides an opportunity for students to read and learn from all peers, as well as an opportunity to summarize discussions from the whole class on an important topic. The detailed description of the assignment expectations as moderator is listed after class policies.

1. Reflections- (14 at 3 pts. each= 42 points total) Each week you will submit a reflection. These may be based on videos, readings, or classroom experiences.
2. Exploration into Mathematical Issue, Practice, Curriculum, or Materials (12 pts)

Students will select an issue practice, curriculum, or material that they would like to explore in greater depth. They may choose to write a paper or create a blog, website, or add this to their own school webpage that provides information for parents, teachers, or students regarding this topic. This should be something new to the student, not something they already do in their classroom or a collection of resources already gathered. The paper and webpage have different expectations, so you are to choose the one that would be most useful to you. Topics include things such as: meeting needs of English Language Learners, Differentiation, Selecting Tasks, Utilizing Webb’s Depths of Knowledge in Mathematics, Formative Assessment, Parental Involvement/ Communication, Mathematical Practices, Questioning, Number Talks, Formative Assessment, RtI, Cooperative Learning, Fractions, Number Sense, Fluency, Measurement, Telling Time, Measurement, Geometry, Project Based Learning, Place Value, etc… The ultimate purpose of this assignment is to allow students to gain deeper understanding on a topic they are interested in and to gain a collection of resources from their peers. For either assignment option, students will use APA guidelines for headings, references, etc… If you need help finding the peer reviewed articles in the AU library, you may use the handout provided on Canvas or contact a librarian. The rubric for this assignment may be viewed on Canvas.

Paper or Blog - This webpage or paper is written in essay form about an important topic in elementary mathematics. Your paper could be a description of a strategy, concept, or area of teaching mathematics that you would like to explore in further detail and try in your classroom. The article/blog will include a description of why this topic was selected, how it relates to your classroom (or future classroom), how it relates to learning and teaching, how to utilize, implement or support best practices on this topic, how the literature you read relates to the topic, and the thoughtful reflection on the issue. You may try something and write about it (such as a new lesson, routine, etc..). You may include student work samples or photos (as long as student names and phases are not seen).

You will include at least 3 sources. This will include at least 2 peer reviewed references (it is suggested that you use the library website to help you with this). Journals that meet this requirement are Teaching Children Mathematics and Young Children. These do not include articles found on a website that have not undergone a blind peer review such as: NCTM, Edutopia, Math Solutions, or Scholastic. It will also not include books. However, your third reference may be a book or a website.

Webpage-

This webpage could be an annotated list of materials on your topic (such as apps, books or websites on your topic that could help teachers, students or parents). If you have another idea for a webpage, please seek professor permission before proceeding. For an annotated list of resources, you will still need an introductory paragraph or two that describe for the reader why these sources are important and how they may be used. For this introduction, you will include at least 2 sources that show how the items on the list support best practices. Your list must contain at least 15 items (children’s books, web sites, or other resources related to your topic). Each item must contain 1-2 sentences that describes how the source. Be sure the reader knows the appropriate age range, the content of the book or webpage, who would use it, how it could be used and why it was selected.

The introduction will include at least 2 peer reviewed references (it is suggested that you use the library website to help you with this). Journals that meet this requirement are Teaching Children Mathematics and Young Children. These do not include articles found on a website that have not undergone a blind peer review such as: NCTM, Edutopia, Math Solutions, or Scholastic. It will also not include books.

Please remember that the assignments you see on Canvas count as both the class time that would occur in a campus class and the homework that would be required for this course. Because this is a mini-semester, the workload will be intense. Please don’t hesitate to contact me with any questions or concerns. I am here to support you as much as possible. I am available to meet on campus, Facetime, Skype, or respond via email. I will respond within 24 hours to any email I receive.

*Distance learning students will have access to libraries, learning centers, and/or laboratories on campus if they are local. They may also access all required materials electronically and are welcome to use their local libraries and personal computers.*

1. **Rubric and Grading Scale:**

Mastery of the material covered in this course is of greater importance than the actual grades.  I welcome individual discussion of progress in the course, including grades, at any time. The grading scale used for this course will be:

90 - 100 points = A

80 -89 points = B

70 -79 points = C

60 -69 points = D

59 points or below = F

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises in this distance course. Assignments are due on announced dates. Unexcused late assignments are unacceptable. If the professor agrees to accept a late assignment, there will be a 10% deduction for every day that it is late. However, accepting late work is at the discretion of the professor. It is the student’s responsibility to contact the instructor within 24 hours 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.

Although this course is a distance course, there will be virtual discussions on assigned readings. Responses to the readings and video clips will be submitted on Canvas according to the schedule. All responses to required readings, videos, posts, etc. for the week must be made before the due date.

You are expected to log on to Canvas and check your email **every weekday**. This ensures you are quick to respond should there be any questions or difficulties with your posts or assignments. The assignments for each week are grouped into modules. For discussions, you will post a **minimum of 2 responses to posts by your peers.** Hearing from the others in this class can be very thought provoking and allow you to see perspectives you might not have considered before.

1. **Excused Absences**:  This is standard policy. Absences in a distance course are slightly different. If you feel you will miss assigned due dates because of an excused absence, please contact the instructor immediately. Students are granted excused absences 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 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/)>.
2. **Make-Up Policy:**Arrangement to make up missed major examinations or coursework (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).
3. **Disability Accommodations:** 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 needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
4. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. **All work (except where group consultation is required in stated portions of chapter exercises) must be original work with proper citations and references**. Plagiarism is against the AU Academic Honesty Policy. **All submitted assignments are subject to a plagiarism check**.
5. 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.
6. 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:
7. Engage in responsible and ethical professional practices
8. Contribute to collaborative learning communities
9. Demonstrate a commitment to diversity
10. Model and nurture intellectual vitality

This course is centered on close, careful observation of students and classrooms, lively classroom online discussions, and critically examining standards and theories of teaching and learning. Your participation in online activities and discussions is important not only for your own learning but also the learning of others. Sharing your ideas and questions with the group, as well as responding to those of your classmates, are critical to our work together. As a teacher, you need to do more than understand your own thinking—you have to listen to others’ thinking, figure out what others are saying, and determine whether and how it makes sense. In our class, the “others” will be both your colleagues and the children we see in videos and read about, and myself. Please be open and participate so we can all learn together.

1. Use of *Canvas* system, internet, and email for communication and instruction is an integral part of the course. Your Auburn University email is the official form of communication by Auburn University. All assignments must be submitted in either rich text or Microsoft word format unless directions were given to use PowerPoint or some other type of program. ***The file should be saved as your first name and an abbreviation for the assignment***. For example: meganfromtheclassroom.docx. It is the student’s responsibility to check the assignment, once submitted to Canvas, to ensure it went through properly.  It is also the student’s responsibility to check email daily and Canvas regularly for updates and announcements. It is the student’s responsibility to ensure access to the appropriate technology or this distance course. If help is needed with technology, students are encouraged to schedule an appointment with the professor or Auburn University technology personnel.
2. All project assignments must follow style conventions of the 6th edition of the *APA Publication Manual* that is required for this course. In particular, headings, citations, references, tables, and figures should comply. Students should always have all formally written work peer reviewed for feedback before submission. The ***Miller Writing Center*** at Auburn University can assist in the writing and feedback process

Writing Center**:**The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

1. Please remember that the assignments you see on Canvas count as both the class time that would occur in a campus class and the homework that would be required for this course. For graduate study, the rule of thumb is that an average student should plan for 3 hours of prep time for every hour of time in class. This is a 3-hour class, so you should be spending considerable time on this course. Please don’t hesitate to contact me with any questions or concerns. I am here to support you as much as possible. I am available to meet on campus, Facetime, Skype, or respond via email. I will do my best to respond within 24 hours to any email I receive.

**Detailed description of Roles for Posts (Participant and Moderator)-** Each week students will either serve as participant or moderator for a post, to create a community atmosphere via distance learning. The posts open by 8am on Monday and close by 8am on the following Sunday. Moderators will post a final summary of the week by Sunday at 8pm.

**Moderator Responsibilities** Moderators are responsible for preparing their portion the week before they moderate. In order to allow others time to complete their portion. They post an initial response by 8am on Monday and post a summary by 8pm on Monday. The moderator’s job is to grow and maintain a rich, prolific garden of ideas and thoughts relating to the case at hand.

1. Read given assignments for your moderation & clarify any concerns with Dr. Burton prior to the posting of the initial discussion starter.  By Monday 8am, you will post an initial reflection to the assignment. (2 points).
2. Monitor & participate in the online discussion during the week, and lead the discussion in class, encouraging class members to participate, keeping track of trends in opinions, clarifying misunderstandings as you are able or contacting Dr. Burton for support, and settling disputes as the week progresses. The moderator’s goal is to facilitate the class in the analysis and discussion of the assignment for the week as well as making sure that dialogue takes place between the participants rather than just random statements.  Remember, there are seldom hard and fast right or wrong answers to problems that are presented. (2 points).
3. Compose and post a wrap-up/summary posting to the discussion prior to 8:00 pm of the date following the discussion for that reading. This should highlight the points that drew the most interest, areas that have the largest implication for practice, areas where there may have been confusion or disagreement, connections to practice and other readings from this course or outside the class, and any other thoughts you find important. (3 points).

**Participant Responsibilities-** With the exception of the one week you will serve as moderator, all other weeks you will be a participant on the weekly discussion board posts. The board will be open for posting from Monday at 8am to Sunday 8am. Your responsibilities are listed below.

1. Read and/or complete the assigned activity (may be a video, reading, or connection to the field).
2. Make an initial post, based on the assigned questions or requirements. Students should respond in such a way that provides evidence of having read or completed the assignment.  While the discussions are reasonably informal, attention should still be paid to the posting of readable responses.  Lapses in grammar, punctuation or spelling that negatively impact the readability of a response and will negatively impact the poster’s score for that discussion.
3. Critically respond to at least two classmate’s posting during the week.  This is a *minimum* level of participation.   I expect more than simply minimum levels of participation.  Lack of participation will impact your final grade.

The purpose of this assignment is to engage in a ***dialogue*** (give & take) concerning the concepts and ideas that are presented in the assignment as well as those that are brought up in class.  Each student will be evaluated on not only the number of their contributions to each discussion, but also the quality of their contributions.  Students who respond, “yes, I agree,” are not contributing to the online dialogue the same way that students who respond, “I agree with Suzie, and I think what she says relates to what Stan says in that…”  Students should **strive to contribute something new to the knowledge/understanding of their classmates** when responding to prompts and other postings.  New knowledge can be presented through statements, questions, and connections made with situations, experiences, and texts that are unique to each poster.  Students should also remember that while healthy and scholarly disagreement and debate is something to be strived for, respect and honor in the formulation of written responses is vital to the development of a healthy academic atmosphere.

Once the due date for a particular chapter is past, that discussion will be considered closed and no further postings will be credited to students.  However, students may refer to contributions made in weeks prior when developing their responses, or responding to their classmates responses during later weeks.

**Evaluation**

***Moderation Duties 7 points***

Your moderation will be evaluated according to the following criteria:

1. Did the moderator post the initial start promptly? (2 points)
2. Did the moderator encourage all members of the class (including him/herself) to participate and facilitate the conversations? Did the moderator respect the opinions of all members of the class? (2 points)
3. Did the moderator post a summary that included a thoughtful reflection of all materials, posts and conversations? Did the moderator draw connections, comparisons, and applications from the posts? Did the moderator respect the opinions of all members of the class? (3 points)

***Discussion Participation- 3 points***

Your weekly discussion participation will be evaluated according to the following criteria:

1. Did the participant fully participate in the discussion online?
2. Was the time, length, depth, and other aspects of a dialogue appropriate?
3. Did the participant use respectful language and attitude when posting?
4. Did the participant make connections to practice and to others in their posts?