 **CTEE 4040: Curriculum: Mathematics**

* Class Meeting Time:  Tues. 10:00a.m.-12:00p.m. and Lab MWF 7:30 a.m.-3:00 p.m.
* Classroom: Haley 2414
* Instructor: Brandi Dailey
* Office: Haley 5028
* Phone: 334-759-9291
* Email: [bad0032@auburn.edu](mailto:bad0032@auburn.edu)
* Office hours: Thurs. 12:30-1:30, unless in the field. Additional appointments can be scheduled

Course Description: Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for an integrated study of mathematics for elementary learners.

Credit Hours:4

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

# Outcomes and Objectives

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

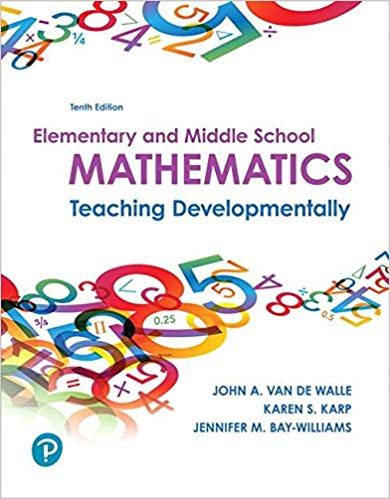
Objectives: Student learning outcomes (SLO) for elementary education majors are based on the Alabama Quality Teaching Standards [state standards] (AQTS) and the Association of Childhood Education International (ACEI) [national standards].

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

* 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)
* 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)
* 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)
* 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)
* 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)
* 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)
* 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)
* 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)
* 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)
* 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)

# Assignments, Grading and Class Materials

## Required Text: Van de Walle, J. A., Karp, K. S., Bay-Williams, J.M. (2019). *Elementary and middle school mathematics: Teaching developmentally*. (10th ed.).Pearson.

  ISBN 9780134802084

Required Materials: composition notebook, folder, school pouch with supplies (tape, mini-scissors, markers, pencil, black ink pen, white out, thick Crayola markers, index cards), College of Education (COE) name-button [go to the LRC for buttons.] Other materials needed to construct instructional charts, games, and other teaching resources will be asked and required throughout the semester.

State Standards:

Mathematics AL Course of Study: <https://aub.ie/6kBhWG>  

ALEX *database* (Alabama Learning Exchange): <https://alex.state.al.us/browseMath.php>

Field-based experience practicum: The *Field Placement Lab Manual* and other pertinent lab information will also be located in Canvas after the Lab Manual Overview meeting has occurred.

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.The instructor will provide instructions on 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).

Course Format and Structure:

Course Format: This class is held on campus, meeting once a week for 120 minutes inside a classroom. This course also asks of you to transfer knowledge gleaned in the classroom into practice into your field-based experience practicum that you will attend throughout the semester for several weeks in a public school classroom. Additionally, this class is technology-enhanced; it will use Canvas as a learning management system for online activities.

Canvas: Canvas is Auburn University’s Learning Management System (LMS). It is where course information, resources, and materials are hosted along with where you will post assignments, and grades are posted. A student troubleshooting support page for Canvas is available here: <http://wp.auburn.edu/biggio/canvas/student-help/>  Technical support for students is available through the Help Desk.

Lectures/Discussions: Class lectures will cover material listed on the class schedule and will consist of material that may not be covered in the class text(s) and will also involve activities and discussions that will help aid your understanding of the topic(s) covered; participation is required.

Assigned Readings: Each week you are expected to read the assigned reading(s). This will be the first activity that you should complete. You should make sure to complete the first assigned reading(s) before the first-class meeting listed so you are prepared to discuss the text content in class. Not all course readings will be covered in class but students are responsible for the information in all assigned readings.

Assignments/Projects

Course Schedule: The ***tentative*** course schedule is found in the stream feed of the Canvas course home page. A course overview may also be understood by viewing the weekly modules. \**For all assignments/projects, additional details for each will be discussed in class and listed in Canvas.*

Assignment Requirements**:**

* **Written assignments:** All written assignments must be typed and should adhere to correct Standard English conventions and mechanics. Students are expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Submitted assignments that have multiple mathematical, grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* **Format**:  All written assignments must be submitted in either rich text or Microsoft Word format, unless directions were given to use a different format. It is the student’s responsibility to verify the assignment once submitted to ensure it went through properly. Please save all files with your last name and assignment type in the filename.

Assignments:

**Class Activities and Journal:** This course is designed to allow opportunities to ask questions, contribute to class discussion, and share relevant experiences. Therefore, *participation and professionalism are extremely important.* Requirements for acceptable participation include prompt, timely, and consistent attendance; attentiveness; verbal contributions to small group and whole-class discussions; a reflection of a positive attitude and openness about learning and class participation; and respecting and supporting the needs of others, including the professor. Participation and Professionalism will be assessed using the *Personal and Professional Dispositions Assessment* at the end of the semester as part of your **professionalism** score. Your goal is to have successfully completed all the requirements listed  in the second column out of four at this stage in your development.

Participation, as the aforementioned discussed, includes completing all assignments which facilitate the class and/or cohort experience including displaying materials, sharing teaching ideas and examples of classroom incidents, writing productively and correctly in all written assignments, and bringing in other materials/information as requested. Actively participate in the class in ways that reflect your preparation, including thoughtful completion of required readings. At times, this may also involve assignments that you need to complete during your practicum placement and bring back to class. Information about each assignment will be shared in class.

You will also complete entries in your math journal (composition notebook) that are related to your experiences in the field, assigned readings completed before class (homework), class activities, notes taken in class, and class discussions. The journal entries are designed to help you make connections between the readings, mathematical content, and practicum fieldwork.

Class activities and your journal will be assessed in two different grade items. Your homework, class activities, and participation will be assessed every class and will contribute to your Class Activities & Professionalism grade. At the end of the semester, you will turn in your completed math journal to be assessed holistically for your Journal grade (see rubric in Canvas).

* **Math Pedagogical Content Knowledge Test**:  By the end of this course, you should have a firm grasp of the pedagogical content knowledge that you will teach. This course is designed to build upon this and help you see how children understand and develop an awareness of mathematical skills. This test will ask you to demonstrate your understanding of common elementary strategies and representations related to mathematics operations and fractions.*\*\*During your lab placement, you need to watch for and take notes of specific student problems and strategies that demonstrate the Standards for Mathematical Practice. Additionally, you will take notes of when you used or observed the Mathematics Teaching Practices by you or your teacher. These specific examples will be needed for your test.*
* **1st Lesson Plan:** Your task will be to write a lesson plan that matches the *Mathematics Teaching Practices* we discuss in class and encourages students to use the *Standards for Mathematical Practice*. In addition, you are challenged to include ways you will accommodate/modify instruction to meet the individual needs in your classroom.
* **Teaching Artifact / Professional Work Sample (PWS)**: This will be a small group re-engagement lesson based on a central focus previously taught in 3-5 lessons (either by the teacher or the pre-service teacher) that needs additional support, remediation, or extension. The central focus should support students’ development of conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. There will be an additional assessment to analyze the effectiveness of this lesson. This assignment includes pre-thinking about a lesson based on the assessment from prior lessons, a lesson plan, videotaped teaching, written and oral observer feedback, evidence of student learning (i.e., assessment, analysis, samples), and written reflection on practice towards continuous improvement. *\*The instructor reserves the right to request additional teachings based on unsatisfactory performance.*
* **Kidwatching Interview:** In your lab placement, you will select one student to interview about mathematics and take notes of the ways he/she communicates about mathematics, how they use manipulatives, and how they think about different mathematical problems. For this assignment, you will submit the questions you asked in the interview, the responses the student gave, any work he/she did, and a written reflection about the experience.
* **Lab Professionalism and Observation Forms:** Throughout your lab placement, you will have your professional dispositions and planning and teaching abilities discussed and evaluated and you will document your lab experience attendance weekly. Students must meet weekly professional expectations in the field in order to pass this course – no continuous absences (more than 2) and no continuous NO or NAC marks on professionalism and teaching indicators. Students must also demonstrate their abilities in teaching at the emerging level (Approaching Competency) on all standards and indicators listed on the observation forms in order to pass this course.
  + Read Grading and Evaluation syllabus section regarding course credit linked to student completion of all required field experience hours, completion of all course work, satisfactory marks for course and field placement work, and meeting weekly attendance, planning, teaching, and professional dispositions in the classroom.
  + See *Field Placement Lab Manua*l for all lab forms, as well as additional details. **See Field Placement Lab Manual.**

Assessments/Forms: Several assessments will be used throughout the semester and are all found in Canvas. The *Planning for Instruction Assessment (*used for submission of the 1st Lesson Plan assignment*), Personal and Professional Dispositions Assessment* (disposition is part of the Professionalism score*)*, and *Pedagogical Content Knowledge Observation* (used for your GoReact video) documents will be scored by the course instructor only. The *Holistic Assessment of Candidate Performance* document will be completed only by your classroom teacher at the end of the semester. At this stage in your development, you should complete all requirements in the second column out of the four columns. In your internship semester, you should complete the third column by the end of the internship.

Grading and Evaluation:

* The following course assignment breakdown of weight-based percents and ten-point grading scale will be used to determine assignment and final grades for this course. You can check your progress at any time in Canvas.
* **Students must complete the total minimum number of field experience hours and standards on the *Final Lab Placement Form* as stated in the Field Placement Lab Manual to receive credit for this course. Field experience hours in this course are linked to state certification standards**. *See Field Placement Lab Manual.*
* **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 Field Placement Lab Manual.*
* **All** assignments must be completed in order to get credit for this course, even if turned in late for less credit.
* There are no extra credit assignments for the course.

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| **Requirement** | | **Value** | **Grading Scale** | |
| All class sessions | Class Activities & Professionalism | 10% | A | 100-90 |
|  | 1st lesson plan | 15% | B | 89-80 |
|  | Journal | 10% | C | 79-70 |
|  | Math Pedagogical Content Knowledge Test | 20% | D | 69-60 |
|  | Kidwatching Interview | 20% | F | 59-0 |
|  | Teaching Artifact / Professional Work Sample (PWS)--re-engagement lesson | 25% |  | |
| **Lab experience** | | |
| Weekly in field | Weekly Lab Hours & Professionalism Forms **(all completed copies required)** | |
| Final cumulative report | Final Lab Placement Evaluation Form **(Satisfactory Performance Required on all)** | |
| Total lab hours/Standards | **Completion of the total required** number of field experience hours and standards | |

# Course Policies

Budding professionals complete assignments on time. Graded course assignments are to be submitted by the listed due date and must be completed in a thorough manner. Major assignments that are incomplete or submitted after the listed due date will be reduced by one letter grade for each day they are submitted late for up to three calendar 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. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

* + \*Know that a Canvas assignment due date indicates the deadline and if submitted by then, is considered "on time." The date which reads "available" indicates the date in which the assignment is unlocked. The date which reads "until" is when last late submissions will be accepted via the Canvas dropbox to which a late penalty will be applied.
  + \*Only course assignments submitted by the due date to the appropriate Canvas dropbox will be assessed. Any assignment file, comments, text, etc. posted within the assignment feedback/comment field will not be assessed.

Budding professionals use appropriate means for discussions. Please respect our class time together and my own time as an instructor and researcher by planning to discuss grades or other points of discussion/contention during my outlined office hours or by an appointment.

Budding professionals demonstrate professional conduct. 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

Further, each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes refraining from using personal electronic devices, completing work for another class, and talking when someone else – a peer or instructor – is speaking.

Teaching is a field that requires professional reading and reflection. Thoughtful reading before class, engaged participation in class discussions and activities, and positive stance you take when interacting with your instructor, classmates, and others 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 teachers

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) at for details of this policy.

Budding professionals build rapport and serve as a strong role model to peers, colleagues and learners. Students are expected to actively participate in all class discussions and exercises. Students are not to complete a different course’s assignment/work during class time or use personal electronic devices for non-course related tasks. Because learning occurs as we are actively involved, both mentally and physically, it is essential that all students participate in class discussions, activities, and assignments.

Participation involves:

* careful reading of the text(s) and/or additional articles prior to class meetings
* active listening and discussion during class
* participation and cooperation during class activities and assignments
* completion and submission of all lessons, assignments, and projects on time
* timely attendance of all class meetings
* honest exchange and challenging of viewpoints

Lab experience participation**:** Cell phones and other personal electronic devices need to be turned off when in the field. Additionally,  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.

Budding professionals show up on time and are prepared every day for work.Attendance is expected during each class session and is recorded at each class meeting.

* Absences: **After two class absences (excused or unexcused), students will be required to attend a conference to discuss continuing in this course.** 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. Students are expected to attend their lab placements in the corequisite methods course. The school setting is required in order to complete the projects in this course. Failure to attend the lab placement will not count as an excuse for poor quality or work undone. [See Field Placement Lab Manual for lab attendance policy].
* Unexcused absences: **Five points will be deducted from the final course grade for any unexcused absence from class or lab.** After 2 unexcused class absences, students will be referred to the Office of Student Affairs to be withdrawn from the course.
* Tardiness: Tardiness indicates an unprofessional disposition. Continued tardiness (2 times or more) will be considered an unexcused absence. Leaving class early counts as an absence without prior (not same day) approval. A tardy consists of being more than five minutes late past the class scheduled beginning time or leaving class ten or more minutes from the course’s scheduled end time.
* 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, 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. Submission of all appropriate documentation for all excused absences is required one week after the absence. After this timeframe, the absence will be marked unexcused. Submission of all appropriate documentation for all absences to be excused is required. It is the student's responsibility to initiate communication of any absence and to provide appropriate documentation within the stated timeframe for the absence to be considered excused. 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. See the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on absences. Students who wish to have an excused absence from this class for an additional reason must contact the instructor in advance of the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.
* 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 the 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 the instructor.*

Lab make-up: Please check the lab manual for the make-up dates for dates in which you could make up missed days/hours due to absences.

* Course withdrawl: AU Policy states that students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day), and students who withdraw from the course between the 6th and the 15th class day will pay a course drop fee of $100.

Budding professionals make others aware of what they need to be successful**.**  Please inform me within the first week of class if you require adaptations/modifications to any assignment because of special needs (disabilities, religious observances, and so on).

* Accommodations**:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment meeting with the instructor during 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 email and at the meeting, please please bring a copy of your approved accommodations memo. 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).

Budding professionals give credit where credit is due. Even though I will encourage you to work in groups and learn from each other, each individual is held responsible for their own behavior and learning. Students are expected to submit their own work for all assignments. If and when resources are found (even those online), the proper citation must be used. It is the student’s responsibility to learn and adhere to citing a resource. In addition, written assignments that are similar or identical to those of other students in the class (past or present) as well as submitting previously submitted work for another course is also a violation of the Code. Also,you **may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of this course. *Resubmission*** *of the found academic dishonest assignment is not an option*.

* Academic Honesty: Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. Any student who is caught committing academic dishonesty on any assignment will receive a grade of zero on that assignment. In addition, the student's final grade in the course will be dropped by one letter grade. Neither of these penalties is negotiable. It will be up to the instructor's discretion to take further action based on the perceived severity of the offense. Students will also be reported and can face disciplinary action by the University. Violations of the Auburn University Academic Honesty Code will be treated according to university policy.
* Academic 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/) at 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.
* Cheating**:** Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. In addition, any student who is caught cheating will receive a grade of zero on that assignment. Any assignment that is submitted by more than one student will receive a grade of zero, unless it was designated as an assigned group activity. Any assignment where students have the same verbiage or answers, even when collaborating, will receive a zero for the grade. This grade will be given to any and all students who submit the same work. Students who cheat will also be reported.
* Plagiarism**:** ***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 on any level will not be tolerated.Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Plagiarism is considered a serious act of academic misconduct. Be sure to cite any sources used. All assignments submitted are subject to be checked for plagiarism. All students should know exactly what constitutes plagiarism. Even accidental, unintentional plagiarism can result in automatic failure. For penalties associated with plagiarism and other cheating, see the Academic Dishonesty section above.
* Falsification**:** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:
  + false or misleading citation of sources
  + the falsification of the results of experiments or of computer data
  + false or misleading information in an academic context in order to gain an unfair advantage.
* Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or required. However, the student is responsible for indicating in writing that the current work submitted for credit is cumulative in nature.

Budding professionals take responsibility for their own learning**.** My overarching goal is to support class members in becoming the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and meditating or facilitating work with collaborating peers.  Email is the surest way to contact me outside of class, and while I do check my email regularly, during my office hours, I will respond immediately to emails, provided I am not meeting with a student at that moment. If a question is easy to answer, I try to respond immediately. If it is going to take some research, I often save it so I can look at it more closely and answer it later for the best response. Outside of office hours,  **I do not check email after 9 pm.** Please allow me 48 hours to respond. If you have an emergency, please call my cell phone (personal number).

* Technology communication:\*Students are responsible for checking their Auburn University email and Canvas accounts daily for announcements.
* Technology in the Classroom**:** Students are expected to turn off all phones, tablets, and other personal electronic devices during class time and no use of electronic devices or texting will be permitted during class time, unless otherwise stated! If you have an emergency or other extenuating circumstance, please speak with me about keeping your device on silent. While students may use a laptop, tablet, or similar device for viewing the readings and/or completing in-class assignments, students should not use said devices for messaging, texting, completing another course’s assignment(s), social media purposes or web surfing during class. If this becomes a problem, a student may be asked to leave the class session.
* Tech issues: Much of this course is hosted in Canvas (assignment dropboxes, resources, assessments, etc.) and may require students to download and troubleshoot their own technology problems. Since I am unable to make house calls or personally analyze multiple different student computers and operating systems, troubleshooting may involve working with the campus help desk, LRC, peers, etc. That being said, if you have tech issues, I will happily try to help you during regular office hours.
* Backing up work/saving work: All assignments for this course are submitted through Auburn University’s Learning Management System (LMS), Canvas. Courses with electronically submitted assignments require students to take responsibility for saving and backing up their work and for re-doing assignments if they fail to back up their work (It’s a good idea to create assignments in Word, Docs, or other word processing software in case of Canvas times you out or you lose your connection).
* Electronic submissions: It is the student’s responsibility to verify the assignment once submitted ensure it went through properly. As soon as you submit an assignment in a Canvas dropbox, you should immediately check for the verbiage “submitted” that appears on the screen. Additionally, you can also then go to the “Grades” section within Canvas and also see that there is no longer a blank next to the assignment title, indicating that something has been submitted to a dropbox (whether this is a text entry or file uploaded/attached). Please save all files with your last name and assignment type in the filename.
* Other tech-related items/issues/questions:  The AU IT helpdesk is pretty good at figuring out if there is an issue with the system or if it is a quick fix on the user’s side. At the first sign of trouble, you can: visit their service [website](https://auburn.service-now.com/it), call (334) 444-4944, email: [itservicedesk@auburn.edu](mailto:itservicedesk@auburn.edu), visit them on the 3rd floor of RBD, or chat with them virtually during their [hours of operation](https://auburn.service-now.com/it?id=sc_cat_item&sys_id=d42cfd0cdbcd2340965cf9b9af961928) and see if they can help. Also, If you place a service ticket for your account regarding an issue with my Canvas course,  make sure that you also copy/CC my email address on the ticket as well so that I am in the communication loop for your service and that if we need to pinpoint the error or track down what happened, I am aware as well.

Diversity Statement: Auburn University embraces diversity and the considerable educational benefits of a diverse campus community. Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all diversities. Your suggestions are encouraged and appreciated, so please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know as soon as possible so that we can make arrangements for you.

Discrimination and harassment: Auburn University is committed to providing an environment that is free from discrimination and harassment based upon a 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)

Emergency Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Tentative Course Schedule:

* All listed readings and homework are due before class meetings.
* The instructor reserves the right to change schedule/modify experiences. Always check Canvas for updates or announcements and verify the assignments/due dates in the Canvas calendar.

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| --- | --- | --- |
| **Date** | **Topic** | **HW/ Assignment/Project** |
| Jan. 8 (Wed.) | Introductions, Teaching Principles & Standards | * **HW:** Bring composition notebook, supply pouch, a printed/electronic copy of the course syllabus & course textbook (electronic/hard copy) to class   + Read chapters 2 and 4.   + Write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Jan. 10 (Fri.) | What Is Effective Mathematics Teaching? Number Sense and Place Value | **HW:** Read Chapter 9 or 10 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Jan. 14 | Planning in PBC/ Place Value/ Computation | **HW:** Read Chapter 11 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Jan. 17 | **Lab Manual overview 8-10:00 a.m.** | |
| Jan. 21 | Algorithms/ Virtual Manipulatives | **HW:** Read Ch 13 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Jan. 22 | **First Day of Field Placement** | |
| Jan. 28 | Algorithms/ Student Thinking | **HW:**Read Chap. 12 (12: Developing strategies for multiplication & division computation) and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| **\*\*\*\*Week of Feb. 3-7--NO CLASS; full-time teaching in the field 7:30 a.m. - 3:00 p.m.** | | |
| Feb. 3-7, 10, 12, 14: **TEACHING I OPTION**--Students must schedule and complete their first ELPLOI observed teaching for math with a complete, composed lesson plan. | | |
| Feb. 11 | Fractions | **HW:** Read Chap.15 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
|  | | * **Feb. 16**: **1st lesson plan due**   + Including--ELPLOI observation form, written reflection and written lesson plan all MUST be submitted on Canvas by Feb. 16 |
| Feb. 18 | Fractions/ Concrete Manipulatives /Review for test | **HW:** Read Chap.14 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Feb. 25 | **Pedagogy Test** |  |
| Mar. 3 | Measurement/ Geometry | **HW:** Read chap. 16 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| **\*\*\*\*\*\*\*\*\*March 9-13 Spring Break\*\*\*\*\*\*\*** | | |
|  | | * **Mar. 16: Kidwatching Interview due** |
| Mar. 17 | Measurement/ Geometry | **HW:** Read chap. 19 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Mar. 24 | Geometry/ Measurement | **HW:** Read chap. 6 and write something that resonates with you from each section in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| Mar. 25, 27, 31, Apr. 1, 3, 6-10:   **Teaching II Option**-- Students must schedule and complete their second ELPLOI observed teaching for math with a complete, composed lesson plan. | | |
| Mar. 31 | Algebra/ Geometry/ Measurement | **HW:** Read chap. 20 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment |
| **\*\*\*\* Week of Apr. 6-10--NO CLASS; full-time teaching in the field 7:30 a.m.- 3:00 p.m.** | | |
| Apr.14 | Data Analysis Pulling It Together. What type of teacher will you be? | **HW:** Read chap. 21 and write something that resonated with you from each of the sections in your math journal. This could be a question, observation, concern, disagreement, or "aha" moment   * **Journal** due **Apr. 14** |
| Apr. 17 | **Last Day of Field Placement** | |
| Apr.21 | Pulling it all together | * **Apr. 21**: Teaching Artifact Due ***Including lesson plan, write-up, photos of student work samples, video notes, and peer observation.*** |
| April 22 and 24:Lab make-up days (if you didn’t miss a day in the field, this is free time) | | |