**CTEE 4040: Curriculum: Mathematics**

**College of Education | Curriculum & Teaching**

**Course Description**

Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for the integrated study of mathematics for elementary learners. (Credits: 4)

**Prerequisite/Corequisites:**

Admission to Teacher Education

**Restrictions**

This section is restricted to Elementary Education majors enrolled in CTEE 4040: Natural Science.

**Other requirements**

* Technology --access to an electronic device (e.g. tablet, laptop), printer, and web access. You must have access to a web browser and check your AU email and Canvas account daily
* headphones/earbuds
* [Canvas Student Guide](https://guides.instructure.com/m/4212)- This link from Canvas provides you a listing of FAQ for all of Canvas for student use
* face mask/covering
* Time management skills
* COE name button *[LRC for buttons]* (to be worn in field placement)
* Other materials: composition book/spiral-bound notebook, school pouch with supplies (tape, mini-scissors, markers, pencils, ink pens, index cards), materials needed to construct instructional anchor charts, games, and/or other teaching resources

**Instructor Contact Information**

**Instructor:**Brandi Dailey

**Phone:**(334) 759-9291 (personal cell)

**Email:**bad0032@auburn.edu

**Office:**Haley 5034

**Office Hours:**by appointment, held virtually via Zoom

**Student Learning Outcomes (SLOs) and Course Objectives**

**Course Goal**

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

**Student Learning Outcomes:**

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 completion of this course, along with the clinical based lab, the pre-service teacher should:

1. know, understand, and use the major concepts and procedures that define numbers and operations, algebra, geometry, measurement, data analysis, and probability. In doing so they will engage in problem-solving, reasoning, proof, communication, connections, and representation. This includes understanding current reform efforts and technological resources that enhance the learning experience for K-6 students. (AQTS 1. A 1, B. 1; 4.A. 3) (ACEI 2.3)
2. have knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning.  Recognize and develop lessons that use techniques such as mathematical recreation, manipulative materials, and technology to enhance development and learning.   (AQTS 1. A v, 1.B. iii) (ACEI 2.3, 3.1)
3. demonstrate in-depth knowledge and understanding of how the major concepts and themes of mathematics are integrated across academic fields (AQTS 1.A v, 1.B. iii) (ACEI 2.3, 3.1)
4. plan and implement engaging learning experiences based on the Alabama Course of Study for Mathematics and the National Council of Teachers of Mathematics standards in which K - 6 students are challenged to problem solve, analyze, and evaluate real-world situations and are able to demonstrate their competence and build on prior knowledge. (AQTS 1. A. ii, iii,iv,v; B. ii,iii; 2.A. v, vi, vii) (ACEI 2.3, 3.3., 3.4)
5. use the major concepts and modes of inquiry from mathematics to promote elementary students' abilities problem solve, reason, communicate mathematically, make connections and represent their thinking in a clinically based lab placement (AQTS 4.A. iii, iv, v) (ACEI 2.3)
6. Recognize the importance of communication skills in themselves and in the children they teach, including strategies for reasoning, problem-solving, inquiry, and debate in new settings in a clinically based lab placement (AQTS 2.D. i, ii, vi, vii, ix, x; 3.A v, vi, vii) (ACEI 2.3)
7. plan and implement a variety of individual and group activities that emphasize student participation. Plan and analyze appropriate assessments in order to monitor K-6 student learning and progress (AQTS 2.E.i, ii, v, vii, viii, ix, x, xi) (ACEI 4.0)
8. demonstrate an understanding of the teaching professional codes of ethical conduct (AQTS 5.E. i, ii, iii, iv F.i, ii, iii, iv) (ACEI 5.1)
9. reflect on their own teaching practices and consult with other professionals in order to grow professionally (AQTS 5.B iv, v, vi, vii) (ACEI 5.1)
10. use clinical based lab placement's observation and practice of teaching and learning as a basis for experimenting with, reflecting on, and revising professional practice (AQTS 2.D. v, vi, vii, viii, ix, x) (ACEI 5.1)

**Materials and Resources**

**Textbook:**

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

**Additional Required Readings and Resources:**

[Mathematics AL Course of Study](https://aub.ie/6kBhWG)

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

The *Field Placement Lab Manual*

GoReact (online video repository, see more under Technology Policies)

Articles pertinent to each week’s topics will be posted for students on Canvas.

[Canvas Student Guide.](https://guides.instructure.com/m/4212)- This link from Canvas provides you a listing of FAQ for all of Canvas for student use

COE name button *[LRC for buttons]* (to be worn in field placement)

face mask/covering

**Other materials:**composition book/spiral-bound notebook, school pouch with supplies (tape, mini-scissors, markers, pencils, ink pens, index cards), materials needed to construct instructional anchor charts, games, and/or other teaching resources

**Course Format**

The course will consist of both online (Zoom) and face-to-face class meetings, as well as a lab placement, and asynchronous online assignments. See more details below.

**This syllabus is subject to change at the discretion of the class instructor. The course format may change from what is outlined here as circumstances and public health guidelines become updated.  Students will be notified in a timely manner of any syllabus changes via email.**

**Class Meeting Format**

This class will begin the first two class meetings virtually via Zoom, then will commence in a hybrid format to include synchronous (face-to-face instruction held on campus), along with asynchronous weekly rotations. Class meetings are scheduled once per week for 120 minutes. The classroom capacity to maintain a safe, social/physical distance is less than the course enrollment, so the entire class cannot meet face-to-face simultaneously. Therefore, you will need to reference the Canvas course home page for the linked calendar of the listed groups and group rotation assignments for synchronous/asynchronous weeks throughout the semester.

During weeks with asynchronous assignments, the class meeting time is to be reserved in which you need to meet with a small group for collaborative work over Zoom.

Further, this class is technology-enhanced; it will use Canvas as a learning management system (LMS) for online activities, completion, and submission of all assignments via Canvas.

**Lab Placements**

This course has a field placement component. Students will be assigned a placement in a school where they will spend time observing and teaching every Monday, Wednesday, and Friday throughout the semester (please review the professionalism expectations and guidelines in the Lab Manual).

*At this time, our field placements are scheduled to begin on January 25th. If placement schools continue to provide face-to-face instruction, you will be scheduled to attend your placement each Monday, Wednesday, and Friday. The expectations and assignments for field placement may change if placement schools move to fully remote instruction at any point this semester.*

**Assessments**

Several assessments will be used throughout the semester and are all found in the Canvas course: The *Planning for Instruction Assessment*, *Pedagogical Content Knowledge Observation*, *Personal and Professional Dispositions Assessment*, and *Holistic Assessment of Candidate Performance*.

The various instruments will be used to assess your written and taught lesson plans, as well as your professional disposition within the classroom and field placement settings.

At this stage in your development, you should complete all requirements in the second indicator column, “*Development*” out of the four columns. In your internship semester, you should complete the third column by the end of the internship.

**Course Activities and Projects**

Course assignment details, requirements, due dates, and grading criteria for each assignment will be discussed in class and listed on Canvas. Projects, lessons, presentations, and course final exam will all use skills and knowledge gleaned from the course and your lab placement over several weeks.

**Lectures**

Lectures will cover material listed on the class schedule and will consist of material that may not be covered in the class text(s). Lectures will also involve activities and discussions that will help aid your understanding of the topic(s) covered - participation is required.  Lectures may be delivered in synchronous face-to-face/Zoom sessions or asynchronously via pre-recorded presentations. Class discussion facilitation will also accompany the class topics and readings.

**Assigned Readings**

Each week you are expected to read the assigned reading(s). This will be the first activity that you should complete. The readings are to ensure that students are feeling confident in their understanding and knowledge of classroom management. You will annotate notes, questions you have, and any “ah-ha” moments within your journal from the readings.

**Coursework Activities**

There will be several in-class activities that may include but are not limited to, group discussions (synchronous/in-class and virtually), group work, and a few other types of activities. These assignments will be completed and turned in during class time. This component is graded partly on your class participation. You will also annotate any notes within your journal from classwork or class meetings as well. Further, asynchronous assignments are coursework activities that are to be completed during the class meeting time.

**Outside Class Assignments**

Many assignments are expected to be completed outside of class after the class meeting. These include writing assignments and reading quizzes. Also, you will use your journal to record observations of both student mathematics practices and teacher mathematics teaching practices in your journal while in your field placement. Outside of class assignments will be completed and submitted to Canvas. Details and due dates will be given in class as well as listed on Canvas. In-class activities, outside class assignments, class participation, and professional disposition are assessed and included in one graded category together.

**Lesson Plans**

In your field placement class, you will develop and teach two math lessons, and both require you to use the major concepts and modes of inquiry from mathematics to promote elementary students' abilities to problem-solve, reason, communicate mathematically, make connections, and represent their thinking. The first lesson plan will be a whole group lesson, and the second will be a small group re-engagement lesson. Both lessons will be video recorded using GoReact and you will write reflections following the taught lessons.

**Course Final**

The course final will be due during finals week. It will consist of your cumulative understanding and demonstration of mathematics content, math teaching, pedagogy, and math education, as well as drawing on your experiences from your field placement from the semester.

**Class Discussion Facilitation**

Class discussion facilitation details are TBD.

**Journal**

Throughout the semester, you will handwrite and complete entries in your math journal that are related to your experiences in the field, assigned readings completed before class (homework) which form the basis of class discussion, coursework activities, notes taken in class, discussions regarding field experiences/observations, and other additional entries made from class activities as well. Additionally, throughout your field placement, you will take notes of specific examples of student problems and strategies that demonstrate the Standards of Mathematical Practices as well as when you used or observed your teacher using the Mathematics Teaching Practice. These noted specific examples will be needed for the final exam.
The journal entries are designed to help you make connections between the readings, mathematical content, and practicum fieldwork. The journal is to be brought into each class meeting. Math journals will be spot-checked throughout the semester in class and submitted at the end of the semester to be assessed holistically.

**Grading and Evaluation**

Achievement in this course will be assessed through the completion of the following activities:

|  |  |
| --- | --- |
| **Assignment Type** | **Grade %** |
| Coursework Activities/Participation/Professional Disposition | 15% |
| Class Discussion Facilitation  | 15% |
| Journal  | 10% |
| Lesson Plan 1 | 15% |
| Lesson Plan 2 | 20% |
| Course Final | 25% |
| **Total** | **100%** |

**Grading Scale**

Final grades are calculated on a weighted percentage basis, using a ten-point grading scale (see chart above). You can check your progress at any time within Canvas where course grades will be available as soon as they are assessed.

|  |  |
| --- | --- |
| **Letter** | **Range** |
| A | 90%+ |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% or less |

For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades)

**Assignment and Grading Policies**

**Professional Participation and Dispositions**

As budding professionals, your disposition in collaboration and exchange is extremely important. Students are expected to participate in all class discussions and participate in all exercises. Students are not to complete a different course’s assignment or work during class time. 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:

* a careful reading of the texts and/or additional articles prior to class meetings
* active listening and discussion during class (face-to-face or virtual)
* 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 (face-to-face or virtual)
* honest exchange and challenging of viewpoints

Class participation and dispositions may affect your grade and could result in the loss of points at the instructor's discretion. In class activities, outside class assignments, class participation, and professional disposition are graded and included in one grade category together.

**Due Dates**

“*The DO date is not the DUE date*.” Technology cannot be used as an excuse. Procrastination is the number one reason why work is not completed by the scheduled due date. Manage your time, carefully plan, and establish times to complete your assignments. Start your assignments well before the DUE date to avoid those last-minute emergencies or technical situations that may arise to prevent you from completing assignments on time. For example, if you are uploading your work at 11:50 p.m. for an 11:59 p.m. due date and your Internet connection fails, that is a procrastination issue. It is Murphy’s Law that problems are apt to occur when you cram or rush.

**Assignment Format**

All written assignments must be typed and should adhere to correct Standard English conventions and mechanics. Assignments must be submitted to the Canvas dropbox (no other submission type, i.e. emailed documents or files submitted in the comments box within Canvas) and presented on time.

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.

**Late Work**

Late assignments will be reduced by 10% for each day they are submitted late for up to three days. See the attendance and absence policy for more information. Even an exception is granted due to an excused absence, the following parts of this policy still apply:

* No work will be accepted once it is more than three days late.
* In-class activities are based on in-class participation and cannot be made up.
* Online quizzes and discussion board assignments are not accepted late.
* The course final will **not** be accepted late.

If a campus-wide problem occurs (such as a network outage) that impacts the ability of all students to complete activities as scheduled, your instructor will make appropriate accommodations after verification. If you are having individual technical or computer difficulties, it is your responsibility to use the computers on campus or through another source to meet deadlines. Computers are available to you in the library and computer labs throughout campus. Check with the library or computer lab locations and times of operation. Please do not email me minutes prior to the due date of an assignment or moments right after the due date and the Canvas assignment window has closed letting me know there were technical difficulties. Please manage your time wisely as a budding professional.

**Course Policies**

**Attendance/Absences/Tardies**

Attendance is required and taken at each class meeting. There is not an opportunity to make up missed work completed in class. If you know of an occurrence where you will be tardy, not be able to attend class--whether virtual or face-to-face, notify me as soon as possible.

**Tardies**

Three tardies to class (whether virtual or face-to-face) will be counted as one absence. Leaving class early counts as a tardy. A tardy consists of being more than five minutes late to class or leaving class ten or more minutes from the course’s scheduled end time.

**Excused Absences**

Students are granted excused absences as defined in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/), and include the following: the death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday. 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.

**Lab Placement Attendance**

In addition to your coursework, the course has a field placement component.  *Currently, our field placements are scheduled to begin on January 25th.  If placement schools continue to provide face-to-face instruction, you will be scheduled to attend your placement each Monday, Wednesday, and Friday.  The expectations and assignments for field placement may change if placement schools move to fully remote instruction at any point this semester.* 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. Check the lab manual for the attendance policy and make-up dates for days in which you could make up your hours for absences. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.

**Additional and/or Excessive Absences**

Additional absences not included as part of those defined in the Student Handbook or not related to COVID-19 quarantine (as described), are unexcused absences. **Two unexcused class absences will result in the lowering of a letter grade on the final course grade.** At the third unexcused absence, the student will meet with the elementary education faculty and may be referred to the Office of Student Affairs to be withdrawn from the course and could be assigned a grade of "FA" as you will have insufficient time in the course to earn passing course credit.

**The Right to Change**

The instructor reserves the right to modify the course syllabus, class schedule, modify the course syllabus, alter classroom policies, and have the freedom to cover course topics at their discretion in order to meet learning objectives, compensate for a missed class, or for similar reasons. If normal class and activities are disrupted due to illness, emergency, or crisis situations (i.e., COVID-19 pandemic), changes that affect the syllabus and the course structure may have the possibility of altering student outcomes. Thus, if this occurs, an addendum to your syllabus and/

**Communication and Feedback**

Students are responsible for checking their Auburn University email and Canvas accounts daily for announcements.

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **72 hours** to get back to them on any communication, and **two weeks** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concerns as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Instructor Assistance with Course Performance**

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.

**Diversity Statement**

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

\*Source: University of Michigan, Center for Research on Learning and Teaching

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

If you would like to change your given name and pronouns to be reflective within AU Banner, Canvas, and Zoom, go to the Canvas course home page, click on “tech information and assistance,” and scroll to the bottom for instructions on how to change your given name and add your pronouns.

**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.

**Technology Policies**

*Review the Canvas course page on tech assistance and information for more detailed information and policies relative to technology, course interactions, netiquette, handling tech issues, and where/how to get help for tech issues*

**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. Your instructor will provide instructions on how to create an account. GoReact is the only way you can submit your teaching videos for your 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)

**Technology in the Classroom**

Students will utilize technology in the classroom this semester. While students may use a laptop, tablet, or similar device for viewing the readings and/or completing in-class assignments/discussions, or interactions, students should not use said devices for personal texting, social media purposes, web surfing, or other non-class related activities during class (this includes another course’s work/assignments). If this becomes a problem, a student may be asked to leave the class session. Further, silence/turn off cell phones during class time and usage of these will be permitted during class time unless otherwise stated. If you have an emergency or other extenuating circumstances, please speak with me about keeping your device on silent prior to class.

**Internet Access and Course Technology**

Since this course utilizes Canvas as an online component, students must have access to a working computer and reliable access to the Internet. Students can use an Auburn University computer lab (if available), the public library, etc., to ensure access. Make sure to plan ahead and have a back-up plan in place in case you have technical problems. If you experience Canvas technical problems, please look at the [Biggio Center's Student Self-Help for Canvas Page.](http://wp.auburn.edu/biggio/helpguides/student-self-help/) Additional sources of information and assistance can be accessed from the [AU Student Resources Page](/courses/1271475/pages/au-student-resources) of the Canvas course page.

**Tech Issues**

Much of this course is hosted in Canvas (assignment dropboxes, resources, discussion boards, 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 computer 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. Also, look to the Canvas course page “tech information and assistance” for links to the Help Desk.

**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 a case where Canvas times you out or you lose your connection).

**Submission Errors**

 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).

**Professionalism Policies**

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

**Budding professionals use appropriate means for discussions.**

Please respect our class time together and my own time as a teacher and researcher by planning to discuss grades or other points of discussion/contention during my outlined office hours or by an appointment.

**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. Outside of office hours,  **I do not check email after 9 pm.** Please allow me 72 hours to respond to email. If you have an emergency, please call my cell phone (personal number) listed on the syllabus.

**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. I expect students to submit their own work for all assignments. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to academic dishonesty will apply to this class. See also [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) for rules on academic honesty. If and when resources are found (even those online!), the proper citation must be used.  Details regarding APA formatting and citations will be available on Canvas, and it is a 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. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Resubmission of the found assignment is not an option. **Finally, 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.**

**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, technology access, or otherwise).

**Budding professionals show up on time and are prepared every day for work.**

Your attendance is expected during each class session, whether it is a face-to-face class meeting or virtual. Failure to attend class sessions usually results in a lower grade due to the collaborative approach of the class structure.

**Budding professionals complete assignments on time.**

Assignments are due in Canvas as indicated in the particular assignment’s requirements and the course calendar. Assignments submitted after this time will be considered late. Assignments that are ***incomplete or submitted late*** will be reduced by 10% for each day they are submitted late, **up to the third day *(excluding quizzes, discussion boards, and the course final; NO late submissions are accepted for these assignments)***. Once a due date has commenced, the Canvas assignment window has closed and can no longer accept submissions in the dropbox. 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 and or for submitting assignments past deadlines for late credit, when applicable. When or if you are unable to complete an assignment as a result of illness or a similar event that incapacitates you, let me know as soon as possible, preferably before the deadline if possible, giving an estimate of when you expect to complete the assignment. The instructor will discuss the next steps with you.

**Academic Integrity Policies**

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 to the Academic Honesty Committee and will face disciplinary which could result in the student's permanent forced withdrawal from the University.

Further policies concerning particular types of academic integrity offenses are listed below.

**Cheating**

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. Cheating also applies to using any unauthorized materials, devices, or resources on any assignment, including those completed in and outside of class. Students who cheat will also be reported and will face disciplinary action by the University which could result in the student's permanent forced withdrawal from the University.

**Plagiarism**

Plagiarism on any level will not be tolerated. All assignments submitted are subject to be checked for plagiarism. All students should know exactly what constitutes plagiarism. Even accidental, unintentional plagiarism will result in automatic failure. Anything you copy from any source gets automatically highlighted on your assignment as an instructor grades it.

**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:

* falsification of time logs during field placements
* 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, the 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.

**COVID Related Policies**

These policies are subject to change as additional guidelines and policies are released by the country, state, city, or University.

**Statement on COVID-19 physical 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.

**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.

**Possibility of going remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and the Internet.

**Assignments/schedule subject to change due to pandemic**

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. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student in class tests positive**

Students must conduct daily health checks in accordance with [CDC guidelines](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](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.

**In the event that I test positive or am required to quarantine**

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.

**Zoom policies**

When we meet on Zoom, your attendance, attention, and professional participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

Although not what we may choose, Zoom participation will often take place in our homes, and while you may be participating from your domicile, our Zoom meetings are professional interactions. It may feel intrusive that we are seeing each other’s private living spaces. I encourage you to use a virtual background if you desire. Additionally, at times, the WIFI connection may become weak. In this situation, please send a private chat message to me saying that you may need to turn off your video because of the connection but will remain active in the class discussions. Additionally, 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.

**Attendance**

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.