**CTEE 3040 Primary Curriculum in Elementary Mathematics- C**

**Term:**Fall 2025                                **Credit Hours:**3 semester hours

**Pre/ Co-requisites:**Admission into Elementary Education program

**Day/Time:**Monday 8-10:50

**Instructor:**Dr. Megan Burton

**Cell:** 334-332-1818 (personal)  
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**Office:** 2456 COEB

**Required Texts and Materials:**Van De Walle, J., Karp, K. S., & Bay-Williams, J. M. (2022). Elementary and Middle School Mathematics: Teaching Developmentally. (11th edition) New York: Pearson. ISBM# 013681803X

All Access is used in this course for the textbook. To opt out or for further information see: [http://aub.ie/allaccessLinks to an external site.](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faub.ie%2Fallaccess&data=05%7C02%7Cmeb0042%40auburn.edu%7C46e09c7755c34fb78b6308dcbd8af33b%7Cccb6deedbd294b388979d72780f62d3b%7C0%7C0%7C638593651758051237%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=U1VJfgduCoBloeRh8bG8cpnpqJ1W9eEDKQdsmoeSld0%3D&reserved=0)

* **Alabama Course of Study: Mathematics**[http://alex.state.al.us/ccrs/node/74Links to an external site.](http://alex.state.al.us/ccrs/node/74)
* Canvas also has a link for Teaching Channel videos, sections for mindfulness, practicum placement information, virtual manipulatives, supplementary readings, picture books related to content, and additional resources to support learners.
* Number Talk Resources
  + [https://www.insidemathematics.org/classroom-videos/number-talksLinks to an external site.](https://www.insidemathematics.org/classroom-videos/number-talks)
  + [https://www.kentuckymathematics.org/vr\_nbrtalks.phpLinks to an external site.](https://www.kentuckymathematics.org/vr_nbrtalks.php)
  + [https://www.youcubed.org/resources/number-talks-all-ages-video/Links to an external site.](https://www.youcubed.org/resources/number-talks-all-ages-video/)
  + [https://teachingmatters.org/insight/number-talks-as-a-tool-for-equity/Links to an external site.](https://teachingmatters.org/insight/number-talks-as-a-tool-for-equity/)
  + [http://www.meaningfulmathmoments.com/number-talks.htmlLinks to an external site.](http://www.meaningfulmathmoments.com/number-talks.html)
  + [https://nrich.maths.org/eyfs-activities/number-talksLinks to an external site.](https://nrich.maths.org/eyfs-activities/number-talks)
  + HW for week 2: Cavanna, J. M., Pak, B., & Jackson, B. E. (2024). Make Your Number Talks More Ambitious. *Mathematics Teacher: Learning and Teaching PK-12*, *117*(5), 353-360
* composition notebook, school pouch with supplies (tape, markers, pencil, black ink pen, markers, white out, index cards), materials needed to construct teaching resources.

**Tentative Course Content and Topics Outline:***Detailed directions, requirements, rubrics, and listed due dates will be provided for each assignment in Canvas.*

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| **Week** | **Topic(s)** | **HW Due By Next Class** |
| **0** | Preparing for first class (described in email sent and on Canvas) | * Complete Google Slide about self |
| **1**  **8/18** | * Introductions; What is mathematics? * Examining experiences as learners of math * Syllabus overview * Setting up Journal * Multiple entry point task: Notice and Wonder   + Asst based thinking * Review the Standards of Mathematical Practice  Brainstorm * Finding 100/group work * Clock Partners * Primary Student Interviews video and group discussion | * Chapter 3 * Mathematics Profile of Self * Article in Canvas: Cavanna, J. M., Pak, B., & Jackson, B. E. (2024). Make Your Number Talks More Ambitious. *Mathematics Teacher: Learning and Teaching PK-12*, *117*(5), 353-360   Review Interview questions for practicum and contact instructor with questions |
| **2**  **8/25** | * Morning Routine: Notice and Wonder and Number Talk * Reading discussion * ALCOS Scavenger hunt (Content, MTPs, SMPs, position statements) * MTPS sort * Introduce Math Games: Exploration of games with SMPs * Math Content Exit Question (MCQ) | * Chapter  1& 7 * Create a plan for practicum: Notice and Wonder and math game |
| **9/1** | LABOR DAY NO CLASS |  |
| **3**  **9/8** | * Morning Routine: Number Talks Model * Reading Discussion * Developing early number concepts and number sense:   + Subitize, cardinality, group recognition, conservation of numbers, 4 counting principles   + Number Benchmarks   + Counting On and Counting Back   + Place value and properties of base 10 * Learning progressions (Graham Fletcher video and interview examples) * Representations (explore and connect with early counting content * Counting Collections video and activity * (MCQ) Connect: Number Talks Model and interview with representations and content from today’s class | * **Number Talk/ Routine Implementation DUE** * Read NCTM article on Canvas: Placa, N. (2024). Let’s Ask a Kid! Conducting Student Interviews. *Mathematics Teacher: Learning and Teaching PK-12*, *117*(12), 900-906.and Chapter 8 * Practicum: Prepare a Number Talk& activity connecting representations. * Complete reflection for class 4 |
| **4**  **9/15** | * Morning Routine: Notice and Wonder * Reading Discussion * Interviewing and observing as assessment tools: discuss and watch examples noting conceptual and   procedural knowledge   * + Review from MA2850 Addition and Subtraction Problem Structures   + Numberless Math Stories     - Dyscalculia and other students that can benefit from these   + Problem type sort   + Connecting interview protocols with problem types and creating problem types for math picture book lesson with small teachers   + Introduce Analyzing Assessment Data Assignment.   Using different data in groups share   * + Noticings and Wonderings   + Standard and Criteria   + **Number Talk/ Routine Implementation Due**   + **Journal Check In**   + (MCQ) Math Reasoning: Problem Type analysis | * Chapter 9 * Analyzing Assessment Data Assignment: * Begin noticings and wonderings and standard it addresses * Practicum: Notice and Wonder and Math picture book activity |

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| **5**  **9/22** | * Morning Routine: Number Talk * Reading Discussion and connect to Close to 100 game and SMPs * Developing meanings for operations, conceptual understanding, procedural   + Additive Strategies   + OGAP Add. Framework   + Addition/ Subtraction models   + Harmful Effects of Timed Tests Activity   + Math Stations: Games (such as Catching 100) * Use OGAP Additive Framework to analyze student samples * Analyzing Assessment Data Assignment: Using different data in groups   + Group student work and provide feedback to learners on SMPs and content   + Include assessing and advancing feedback   + Supporting ELL students and students with identified special needs * Assessing and Advancing Questions * (MCQ) Connecting representations in addition and subtraction | * Read Marilyn Burns Article on Basic Facts OR listen and respond to podcast with Jenny Bay- Williams: https://www.mathl org   /blog/dr-jenny- bay-williams- productive-ways- build-fluency- basic-facts   * Analyzing Assessment Data Assignment: Complete review of students identifying conceptual and procedural knowledge, and misconceptions demonstrated * Practicum: Prepare a Number Talk and game with assessing and advancing questions prepared |
| **6**  **9/29** | * Morning Routine: Would You Rather * Reading Discussion * Developing meanings for operations, conceptual understanding, procedural * Multiplicative Strategies * OGAP Mult. Framework * Multiplication/ Division models, properties and relationships * Use OGAP Multiplicative Framework to analyze student samples * Analyzing Assessment Data Assignment: Using different data in groups * Group student work and provide feedback to learners * Include assessing and advancing feedback * What should I ask: Questioning Types Activity * MCQ) Connecting representations in multiplication and division | * Read Chapter 10      * Analyzing Assessment Data Due next Class * Practicum: Prepare a Number Talk and movement activity |
| **7**  **10/6** | * Morning Routine: Would You Rather * Reading Discussion * Model Eliciting Activities   + Engage in an additive MEA and unpack the SMPs and MTEs connected with the activity * Culturally Relevant Pedagogy: Connecting the MEA to the community activity   + Meeting students with they are   + SIOP and CRP activity   + Discussion * 3Act Task: Complete and compare to MEA * (MCQ) Identify the standard and explain the mathematical content in the MEA and 3 Act Task * **Analyzing Assessment Data Due** | * Read All Things Being Equal      * Practicum: Prepare Would You Rather and an MEA |
| **8**  **10/13** | * Morning Routine: WODB * Reading Discussion * Multiplication problem types (Review CGI from MATH 2850) * Creating culturally relevant problems and classifying their type * Examining the equal sign and properties using stations * (MCQ) Math Reasoning: Problem type analysis and identify the property entry | * Chapter 11      * Practicum: Prepare Would you Rather and game |
| **9**  **10/20** | * Morning Routine: Number Talk * Reading Discussion * Learning progressions in addition (large numbers)   + Graham Fletcher Addition progression   + Compensation, friendly numbers, partial sums, US Standard Algorithm * Analyze student work and student interviews using OGAP Add. Framework:   + assessing and advancing feedback * Representations, strategies, and manipulatives for addition and subtraction * **Journal Check In** * (MCQ) Explain the additional content knowledge needed at each step in the progression displayed. | * Chapter 12      * Practicum: Prepare WODB and your choice |
| **10**  **10/27** | * Morning Routine: Number Talk * Reading Discussion * Multiplication (large numbers)   + Graham Fletcher Multipl. progression   + Models: number line, equal groups, Array, Area, open area, partial product, double and halving, US Standard algorithm * Analyze student work and student interviews using OGAP Mult. Framework:   + identify procedural and conceptual knowledge * Representations, strategies, and manipulatives for multiplication and division * (MCQ) Explain the additional content knowledge needed at each step in the progression displayed | * Read CRP in math article * Practicum: Prepare WODB and 3Act Task |
| **11**  **11/3** | * Morning Routine WODB * Reading Discussion * Math talk, and questioning   + Classify question types: activity * Culturally Relevant Pedagogy Activity * Building procedural fluency from conceptual understanding   + NCTM position statement   + Taking Action Band Task and Sequence Activity * MCQ | * Chapter 13 * Journal Due next class * Practicum: Prepare a Number Talk and your choice |
| **12**  **11/10** | * Morning Routine * Reading Discussion * Number Balance * Algebraic thinking   + Stations   + Unpacking * (MCQ) TBD * **Journal is Due** | * Watch video interview and assets and areas for growth * Practicum: Prepare Notice and Wonder and MEA |
| **13**  **11/17** | * Morning Routine * Reading Discussion * Error analysis and supporting revisions of thinking   (MCQ) Select 2 errors from class. Using mathematical terms and concepts from class explain why these are errors and then solve the problem and explain your process understanding do you see?   * What MTPs do you see? * What representations are used and connected? * What question types do you see? * Dyscalculia Overview * Connecting Rough Draft Thinking to ELLs, Dyscalculia and other identified special needs. | * Read excerpt on “Rough Draft Thinking” * Practicum: Prepare closing Interview and your choice |
| **11/24** | Thanksgiving Week |  |
| **14**  **12/1** | * Morning Routine * Reading Discussion * Watch a primary classroom video and group tasks:   + Select the standard addressed   + What conceptual/ procedural   + What accommodations and modifications might you do to support learners with special needs? * Setting goals for next semester | * Practicum: Prepare for Instructor conference (see schedule) |
| **15**  **12/8ish** | Final |  |

*The Right to Change: The instructor reserves the right to modify the course syllabus, class schedule, alter classroom policies and has freedom to cover course topics at their discretion in order to meet learning objectives, compensate for missed class, or for similar reasons. Students will be notified of any change that affects course structure or has the possibility of altering student outcomes.*

Course Assignments/Projects:

**1. Number Talk/ Routine Implementation (5% points) Week 4**Plan and implement a Number Talk/ Number sense routine that has multiple entry points and encourages discourse of strategies. List the questions you will ask, the standard you are addressing (including SMPs), potential answers, and a reflection after the experience. You will do this in practicum multiple times, but week 4 will be for this assignment.

**2. Analyzing Assessment Data (40% points): Week 7**You will examine a given set of primary student work samples to assess student performance, create a class data table based on standards and assessment criteria, and plan next steps of instruction. This assessment data will be based on a mathematical content topic that we have explored in class. You will demonstrate your ability to analyze the results capturing patterns of student strengths, misunderstandings, and areas for improvement. You will also use this to demonstrate your conceptual and procedural knowledge on the topic. You will provide feedback using assessing and advancing questions along with the Mathematics Teaching Practices.

**3. Journal Reading and Practice Reflections (15%)**: **Week 12**During the semester, you will complete entries in your math journal, which are reflections of readings and activities completed in class to document your learning, share your learning experiences, connect to your practicum experiences, and envision your future mathematics teaching and classroom. Your journal will also be where assignments related to things such as student thinking, content/ strategies, vocabulary, SMPs, MTPs, pedagogy and content learning trajectories are housed. Each class will end with time to respond to a mathematical content summative question related to the content topic of the week in class. This response will be entered in the journal.

Journals are assessed three times throughout the semester to monitor student progress and growth in mastery of the material. You will be given feedback each time based on the content and pedagogical knowledge you demonstrate. This is all formative assessment that will help prepare you for the summative end of semester assessment. Below is a list of some items that you will add to your journal throughout the semester.

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| **Journal Content Sections** | **Description of material in this section** |
| *Practicum Small Teacher Entries* | •       An outline of the standard, objective, and activity planned for the small teachers  •       A reflection of the time with the small teacher. Include a reflection on at least one SMP and one MTP.  •       A response reflecting on content including what the student knows and how the student can grow that includes professional language and material discussed in class |
| Readings/ Homework | •       Math Profile of Self  •       Answers to question prompts and reflections from your readings and videos you watch will be approximately 1 page long and will be used as discussion starters in class as we will have small group discussions on reflections. Reflection writing could include things you didn’t understand, things that surprised you, things you want to remember, or things that relate to your experiences. |
| Class Mathematical Activities | * Content/ strategies   + Assessments of student work using OGAP learning progressions related to counting and computation   + Notes from class on learning trajectories   + Representation connections and examples   + Parts of numeric and algebraic expressions   + Problem types creation   + Equal sign Exploration * Vocabulary * SMPs brainstorm * MTP sort |

You will also use this same journal in all the remaining math courses in the program. You may keep this electronically or in hard copy form, but you need to ensure the instructor has access to view all elements of the journal. If you keep an electronic journal, check settings carefully. *The responses will be checked with prior responses for plagiarism, so please ensure all responses are your own. This will include in class activities you participate in with your peers, such as notes from Math Teaching Practice sorts, math games, etc...*

**4. Mathematics Teaching and Learning Assessment (40%) Final:**By the end of the course, you should have a firm grasp of learning trajectories in number sense and computation. In addition, you should be competent in pedagogical content knowledge for grades K-3 related to a) Foundations of Counting, b) Operations with Numbers: Base 10, and c) Operations and Algebraic Thinking with whole numbers. In addition, you should have experience analyzing student work and assessing student thinking in relation to primary numeracy. You will complete an assessment in which you apply these skills. You will examine student work as well as answering questions related to problem types, content, and learning trajectories. This will also assess competence related to the Standards of Mathematics Practice and the NCTM Teaching Practices.

Examples for the final: You will be asked to solve computational problems in multiple ways. You will connect representations of mathematical situations. You will be asked about the mathematical and pedagogical vocabulary we have discussed in class. You will create and identify problem types. You will identify misconceptions, procedural knowledge and conceptual understanding. You will connect phrases to symbolic and pictorial representations of equations and algebraic expressions. You will answer questions about learning trajectories and strategies related to the content learned in class.

Grading:

A: 90-100% B: 80-89%.     C: 70-79%      D: 60-69%                 F: 59% and below

*A note about rounding: For final grade averages with the decimal grade point less than 0.5, the grade is rounded down to the nearest whole number, and when the decimal grade point is greater than or equal to 0.5, the grade is rounded up to the nearest whole number.*

* Assignments should be submitted on time and completed in a thorough manner. Submitted assignments that are incomplete or not submitted by the due date will lose points equal to one letter grade for each day up to the third day past the due date, excluding the course final which cannot be submitted or completed past the due date. If extenuating circumstances arise where you are concerned about completing an assignment by the due date, contact me to discuss the possibility of an extension.
* If students have a concern with a specific grade received, please know I am willing to meet with them in order to discuss their learning, understanding, and effort.

**Class Agendas**Weekly modules will have an agenda, slides, and resources available on Canvas. We will begin each class with a number routine, discussion of evidence of SMPs and student thinking from practicum, homework readings, and discussion about next week’s practicum plan. Class will a combination of learning mathematical and pedagogical content through experiences where you will wear the hat of teacher, learner, and elementary student. The content and pedagogy learned in each class will not only be used with learners and assignments but will be part of the end of semester assessment.

**Class Policy Statements:**

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

* In class: As research on learning shows, unexpected noises and movements automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, watch, laptop/tablet, etc. makes

noise or is visually distracting during class. For this reason, I ask you to silence and/or turn off your phones, close your laptops, and put away your personal devices unless instructed to use them as part of the lesson/activity in class.

*\*If you have an emergency with children or someone in your care, or similar circumstances, please communicate with me privately about keeping your device on silent prior to class.*

* When using personal devices (e.g., laptop or tablet) for learning activities during class, they should not use the devices for completing another course’s assignments, for social media purposes, Internet surfing, texting/messaging, or other non-class related activities during class. If this becomes an issue, a student may be asked to leave the class session.
* Internet Access: This course utilizes Canvas as an online component; thus, students must have access to a working computer and reliable access to the Internet. Students can also use on- campus computer labs, public library, etc. if needed to ensure access. Make sure to plan ahead with a backup plan in case of technical problems.
* Tech issues: Much of this course is hosted in Canvas and may require students to troubleshoot their own technology problems. Troubleshooting may involve working with the campus help desk, LRC, or peers, or I am available to try and help during my office hours. Technical issues cannot be used as valid excuses for missing assignments. Make sure to save and back up your work. After submitting work in Canvas, immediately check to see if it is captured as submitted in the Dropbox or under grade lists.
* Artificial Intelligence can be a useful tool, but it does not replace the professional you are. Anytime AI is used for any portion of a class assignment, it must be credited and cited (as you would when using your textbook or resources on Canvas to help you). Keep in mind as your previous coursework has shown, AI often has errors and is only as good as the internet sources it draws from. It is your responsibility to use this resource as a tool, just as your learners will use mathematical tools in an ethical way and with your own expertise steering the ship. Do not ever enter student information or your personal information in AI and keep in mind the well- researched biases that AI has. If AI is used in an unethical manner it is grounds for dismissal from the program, as is any other form of plagiarism.
* Course Materials Lectures and course materials are owned by the instructor. You are encouraged to take notes in class for your own personal use, but they may not be shared without instructor permission. You are not authorized to record any portion of class or class materials without prior instructor approval.

**Attendance:**Attendance is required and taken at each class meeting.

* Class Format: The delivery modality for this course instruction is face-to-face with synchronous meetings on campus. If you need to be absent and contact the professor

ahead of time, there is a possibility of attendance via Zoom, but that is at the discretion of the professor

* Excused absences are granted to students as defined in the Auburn University *Student Policy eHandbook*, and include the following: 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 absence(s), but the student must provide appropriate documentation to the instructor the day the student returns to class and no later than one calendar week from the absence. Appropriate documentation for all excused absences is required.
  + After two unexcused absences, the final grade will be lowered one letter grade. At the third unexcused absence, the student will have a conference with the elementary education faculty
  + Additionally, a budding professional demonstrates consistent attendance and punctuality. You are expected to arrive to class by the start time and stay through the class time. Any combination of tardies or leaving class early that sums to three will be counted as one unexcused absence.
  + **Make-Up Policy:**
  + In-class participation and activities require the student to be present in class meetings; therefore, participation and work completed in class cannot be made up. Students with an excused absence are excused (marked in Canvas) from the class participation/in-class assignment and will be given an alternative activity. Excused assignments/ grades neither hurt nor help the student’s overall course grade. Unexcused absences will receive no points, a zero, for the missed in-class assignment/class participation.
  + Arrangements to make up missed major examinations 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 specified by the instructor.

* + **Academic Honesty:**Some assignments will involve integrating readings & websites into your reflections & lessons. Plagiarism is the act of representing words, data, works, ideas, computer programs or output, or anything not generated by the student as their own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Please be sure to cite any outside sources used in the work. All work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
  + Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. Any student who is found 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.
  + All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply. 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.
  + **Title IX Statement:**Auburn University is committed to providing an environment free of discrimination and harassment and is equally committed to the principle of equal opportunity in education and employment. The University does not discriminate or tolerate Discrimination or Harassment against individuals based on sex (sexual orientation, gender identity, and gender expression), race, color, religion, national origin, age, disability, genetic information, or protected veteran status (collectively, “Protected Status”). 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 Title IX policy against discrimination and harassment, reporting, and resource options at AU, please go to: Title IX

**Professionalism**Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend class presentations carefully and take part in discussions. Professionalism is more than simply being physically present in the classroom. In this course, you will be expected to treat group members respectfully and 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.

* + - 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
      * Diversity of learners
    - Budding professionals take responsibility for their learning: My overarching goal is to support class members in becoming the best they can be at this point in their professional development. Please allow me to assist in possible ways, including listening, providing feedback, answering questions, addressing concerns, brainstorming, clarifying course content or expectations, and 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 on weekdays. Please allow me up to 72 hours to respond to the email. If you have an emergency, please call my cell phone (personal number) on the syllabus.
    - 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 office hours or by an appointment.
    - **Course Contingency:**If class meetings are disrupted due to faculty 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, an addendum to this syllabus and/or course assignments will replace the original materials.
    - **Health and Well-Being Resources:**Personal and academic stress can take a toll and increase effects. If you find yourself in need of any additional support, reach out or visit

The AU Medical Clinic. If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office.

* + - **Basic Needs/ Mental Health**
      * Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at https://aub.ie/basicneeds. Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.
      * Know that your physical and mental health are a priority. If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling and Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call (334)844-5123 to speak with someone. Information can be found at [http://wp.auburn.edu/scsLinks to an external site.](http://wp.auburn.edu/scs)
      * As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic.

**Resources on Canvas**Please note the resource buttons on the homepage of Canvas. They take you to:

* + - Modules: Here each class has a module which contains the agenda, slides, and all resources for class
    - The Alabama Course of Study
    - The Calming Zone
    - AU Student Resources
    - Syllabus
    - Math Resources
    - Textbook Resources
    - Field Placement Resources
    - Resources regarding the SMPs and MTPs
    - Assignments