



EEC 4321
Mathematics for Young Children
84410 001
Fall 2026

Instructor Name

Dr. Amber Brown

University Course Description

The purpose of this course is for pre-service teachers to apply research-based learning theories to plan and teach math effectively in the Early Childhood classroom

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

All class sessions will be held in person each Tuesday with the exception of full immersion weeks and the last week of class.

Field-based course statement: This course is a field-based course. If you intend to withdraw from this course after the drop/add date, you should inform your instructor before doing so as it may impact your ability to gain placement in a future term.

Fingerprinting: This course requires fingerprinting. You will be informed via email by Student Academic Services regarding your need to fingerprint.

ESOL & Florida Educator Accomplished Practices Requirements:

Please note certain assignments may serve as appropriate documentation for one or more of the Florida Accomplished Practices/ESOL Performance Standards.

Student Learning Outcomes

Teacher candidates within the Early Childhood Program will be able to:

- Utilize state and national standards, and formal and informal assessment data interpretations, use strategies for designing appropriate objectives and developing lesson plans, including applying developmentally appropriate learning theories to plan and teach sequenced instruction of math process skills and concepts to plan innovative lessons which teach concepts for math proficiency (e.g., problem solving, logical reasoning), and techniques for using value-added technology (FEAP 1b, 1c, 1d; ESOL 3.2, 3.3, 4.1, 4.2, 5.2, 5.3; FSTC 4; NAEYC 4c, 5a, 5b, 5c; CF 3, 6)
- Describe characteristics of, and employ techniques for, integrating math content with other activities, including selecting children's literature to build math concepts, using multiple representations of information (e.g., graphs, charts, tables), and relating lessons to other disciplines (science, social studies and literacy) and real-world experiences. (FEAP 3b, 3e; FSTC 10, 11, 12, 13; NAEYC 1, 4b, 5b; CF 2)
- Develop educational experiences and utilize resources for all learners, including adaptations and activities that support English Language Learners (ELLs), and incorporates their understanding of student differences into instructional planning that leads to student mastery, acknowledges student differences (e.g. ELLs, students with disabilities, gifted learners), and requires students to demonstrate a variety of skills and competencies through engaging and challenging math lessons. (FEAP 1b, 1c, 1d, 2d; ESOL 3.2, 3.3, 4.1, 5.2, 5.3; FSTC 4; NAEYC 2, 4c, 5a, 5b, 5c; CF 3, 6)
- Interpret a variety of data from summative and formative assessments that match learning objectives to identify gaps in students' subject matter knowledge, respond to preconceptions and misconceptions, flexibly group children for instruction, and otherwise

drive the learning process. (FEAP 4a, 4b, 4c, 4d; ESOL 5.2, 5.3; FSTC 7, 8; NAEYC 3c; CF 4, 6)

- Select materials that enrich and extend children's learning of math and incorporate strategies for active learning, (facilitating and extending children's learning through scaffolding, utilizing content area literacy strategies, reading comprehension across the curriculum, use of higher- order thinking, "verbalization of thought" techniques, etc.), applying subject matter and engaging in responsive mathematics teaching. The teacher candidate will incorporate those materials and strategies into instructional planning. (FEAP 1b, 1c, 1d, 2g, 3b, 3e, 3g; ESOL 3.2, 3.3, 4.1, 4.2, 5.2, 5.3; FSTC 4; NAEYC 4c, 5a, 5b, 5c; CF 3, 6)
- Demonstrate knowledge of basic concepts related to number sense and operations, measurement, geometry and spatial sense, algebraic thinking and data analysis and call upon that knowledge to plan coherent lessons using developmentally appropriate math concepts. (FEAP 1c, 2d; FSTC 3.2, 3.3, 3.4, 3.5; NAEYC 5a, 5b, 5c; CF 2)

** CAEP – Council for Accreditation of Educator Preparation; CF – College of Education Conceptual Framework; ESOL – English Speaker of Other Language Endorsement Competencies; FEAP – Florida Educator Accomplished Practices; FSTC – Florida Standards for Teacher Certification; FLCS – Florida Subject Area Competencies and Skills; FREC – Florida Reading Endorsement Competencies; NAEYC – National Association for the Education of Young Children*

Course Objectives

- Design standards-aligned mathematics lessons using developmentally appropriate instructional strategies.
- Apply learning theories and assessment data to plan effective mathematics instruction.
- Integrate mathematics with literacy, science, social studies, and real-world experiences.
- Incorporate technology tools to enhance mathematics teaching and learning.
- Differentiate mathematics instruction to meet the needs of all learners.
- Develop relevant mathematics learning experiences for all students.
- Use formative and summative assessment data to guide instructional decisions.
- Select and implement instructional materials that promote mathematical thinking and problem-solving.

- Demonstrate knowledge of early childhood mathematics content, including number sense, measurement, geometry, algebraic thinking, and data analysis.
- Reflect on instructional effectiveness and use evidence of student learning to improve mathematics teaching practices.

Required Texts and/or Readings and Course Materials

Van deWalle, J., Karp, K., Lovin, L. & Bay-Williams, J. (2017). *Teaching student-centered mathematics: Developmentally appropriate instruction for grade PreK-2, 3rd edition*. Pearson.

Mathematics B.E.S.T. (Math Standards for Florida) found at: <http://www.cpalms.org/Public/>

Standards info and resources (at top), Mathematics, Choose grade level
NAEYC and NCTM Position Statement, found at:

<https://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

NCTM Principles to Actions Executive Summary, found

at: http://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf

Supplementary (Optional) Texts and Materials

Carpenter, T. P., Franke, M. L., Johnson, N. C., Turrou, A. C., & Wager, A. A. (2017). *Young children's mathematics: Cognitively guided instruction in early childhood education*. (PDF available in Canvas)

Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach*. Routledge. https://usf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_USF/1amem1q/alma99380152213706599

Dousis, A., & Wilson, M. B. (2010). *Doing math in the morning meeting* (1st ed.). Center for Responsive Schools, Inc.

Sarama, J., & Clements, D. H. (2009). *Early childhood mathematics education research: Learning trajectories for young children*. Routledge. https://usf-flvc.primo.exlibrisgroup.com/permalink/01FALSC_USF/1amem1q/alma99380063481506599

Stein, M. K., & Smith, M. (2011). *5 practices for orchestrating productive mathematics discussions*. National Council of Teachers of Mathematics.

Reston, VA.

Hillsborough County Math and Science Tip Blog: <http://smathsmarts.com/>

- Grade level specific posts, Follow on Facebook and Twitter

National Council for Teachers of Mathematics at <http://www.nctm.org/>

- National Math Organization

The Math Forum at <http://mathforum.org/>

- Features math tips, problem solving situations and advice for teaching and learning

Illustrative Mathematics at <https://www.illustrativemathematics.org/>

- Information related to mathematics content, assessments and various teaching ideas

Math for Love at <https://mathforlove.com/>

- Free lessons, games, and PD for K-12 math teachers

You Cubed at <http://www.youcubed.org>

- Activities, lessons, videos, and resources for teaching math and engaging students

Grading Scale

NOTE: Please retain all your assignments for the semester, including those that are graded/returned. Maintaining a GPA of 2.5 or higher is required for program continuation.

Grading Scale

Grade	%	Grade	%	Grade	%
A+	98-100	A	94-98	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63
F	0-59				

Grade Categories and Weights

Assignment	Percentage of Final Grade
Level 3 Critical Task: Math at the Center	75%
Learner Analysis and Integrated Curriculum Web	25%
Problem Solving Mini Lesson	15%
Integrated Problem Solving Lesson Plan	15%
Lesson Implementation and Reflection	20%
Class Engagement	20%
Reading Assignments and Weekly Quizzes	10%
Weekly Attendance and Participation	10%
Number Routine and FTCE Review	5%

Level 3 Critical Task: Integrated Math Lesson Planning Project- Math at the Center (75% of Final Grade)

High quality mathematics teaching is vital to helping learners become mathematically literate. Mathematic literacy involves more than the ability to accurately compute numeric calculations, it involves the capability to move fluently between different forms of data, the competence to critique deductive and probabilistic reasoning and, above all, the ability to “think mathematically” across disciplines. With the use of a strong interdisciplinary curriculum, teachers can focus on increasing young students’ mathematic literacy, while simultaneously promoting children’s competence in literacy, social studies, the arts, and other subjects (and vice- versa). If done well, increasing the integration of learning within multiple content domains and within various instructional contexts can help teachers better manage time and make instruction more powerful (and learning more meaningful) for children. This multi-part project provides pre-service teachers with the opportunity to consider the various components that comprise an integrated lesson. The following descriptions outline the components of this integrated lesson assignment

Learner Analysis and Integrated Curriculum Web (25% of final grade)

This assignment is designed to help you develop a deep understanding of your learners and use that knowledge to design meaningful, integrated mathematics instruction. The project consists of two connected components: (1) a Math Learner Analysis and (2) an Integrated Curriculum Web. Together, these components will demonstrate your ability to use student data, learning standards, and knowledge of children's backgrounds and experiences to create engaging, interdisciplinary mathematics learning opportunities.

Part 1: Math Learner Analysis

Begin by critically examining the mathematics learning environment in your field placement classroom. Describe the mathematics materials and resources currently available, identify additional resources that may be beneficial, and analyze the instructional strategies and pedagogical approaches used to teach mathematics. Consider how assessment data are collected and used to evaluate student learning and identify potential modifications to the learning environment or instructional practices based on course readings and research.

Gather information about the learners in your classroom to develop both an individual and whole-class understanding of students' current mathematical knowledge and skills. Use formal and informal assessment data, classroom observations, and other available sources of information to determine where students are in their learning progression. Consult grade-level mathematics standards, district curriculum resources, and prerequisite standards to identify expected learning goals and determine where students need to go next.

Your analysis should also consider factors that influence learning, including students' cultural, linguistic, and family backgrounds, out-of-school mathematical experiences, and any special learning needs. Incorporate information from family or student mathematics narratives/autobiographies and insights gained from a community mathematics walk. Explain how these factors will inform instructional planning, activity sequencing, differentiation, and support for student learning.

Part 2: Integrated Curriculum Web

Using findings from your Learner Analysis, create a curriculum web that places mathematics at the center of instruction. The central focus should be a grade-level mathematics concept or big idea aligned with relevant standards. The curriculum web should illustrate how mathematics can be integrated with literacy, science, social studies, technology, and students' lived experiences while maintaining mathematics as the primary instructional objective.

For each activity included in the web, identify the corresponding mathematics and related content standards. Activities should promote engagement, critical thinking, problem solving, and the construction of new knowledge. The curriculum web must include:

- At least three literacy connections, including children's literature or other reading and writing opportunities that support mathematics learning (APA citations required for books and resources).
- At least three prompts that encourage verbal and/or written communication of mathematical thinking.
- At least four differentiated problem-solving situations designed to support students' mathematical understanding and communication.
- At least two technology resources, such as digital tools, applications, or virtual manipulatives, that support mathematics learning.
- Meaningful connections to science and social studies standards and content.
- Evidence that instructional decisions are responsive to students' needs, interests, cultural backgrounds, learning styles, and experiences identified in the Learner Analysis.

The completed project should demonstrate how knowledge of learners informs instructional design and how integrated, student-centered mathematics experiences can promote meaningful and equitable learning for all students.

Problem Solving Mini Lesson

The purpose of this assignment is to give you practice planning and teaching a mathematics lesson using a problem-solving approach. You will design a short, focused lesson based on a standard from the Learner Analysis and Integrated Curriculum Web Assignment, implement the lesson with your peers, and reflect on the experience. This process will help you develop skills in creating worthwhile tasks, anticipating misconceptions, facilitating mathematical discourse, and guiding

students through problem solving. Within this assignment, you will need to connect your lesson to another subject area (e.g. a children's book related to your chosen mathematical standard), helping you understand how cross-curricular instruction can be used in mathematics.

You will design the lesson on your own and be given the opportunity to seek feedback from your peers before engaging in microteaching with them. The lesson should be an activity to engage classmates in meaningful mathematics and a brief discussion about the activity's mathematical standards, grade level, and extensions.

The Mini-Lesson Plan gives you a safe, short-format opportunity to experiment with problem-solving instruction and receive feedback on your teaching style, pacing, and questioning techniques. Skills, strategies, and feedback from the mini-lesson will help you when you design your Integrated Problem Solving Lesson Plan and implement it in the field.

Integrated Problem Solving Lesson Plan (15% of final grade)

You will submit an integrated, math-at-the-center lesson plan based on your curriculum web. The primary purpose of your lesson is to meet a math objective(s) and work toward content mastery by engaging students, prompting them to think critically, and helping them to construct new knowledge. This lesson should be designed based upon current research applied to the needs of learners within your class. The lesson must also embed practice of either a basic process skill or proficiency (i.e., observation, classification, communication, problem-solving, logical reasoning), or practice of a methodological approach to math. Since this lesson makes connections between several content areas, it will most likely consist of multiple parts or phases. A rubric will be provided for this assignment.

Lesson Implementation and Reflection (20% of final grade)

You will implement your integrated lesson plan during your field placement (weeks 6-13). You will reflect on the process and outcomes of your teaching. The reflection should consider the effectiveness of the strategies you employed (including the use of particular technological tools), discuss challenges you faced and triumphs you experienced during

lesson implementation, and describe changes you would make if you had the opportunity to teach the lesson again. A rubric will be provided for this assignment.

The reflection should include the following:

- Consider the effectiveness of the decisions and strategies you employed.
- Use graphs and/or text to describe the extent to which learners met your objectives. Analyze and interpret your data in terms of both individual and whole-class performance. If possible, cluster performance data into meaningful groups (e.g., students who mastered objectives, students who partially mastered objectives, students who didn't master objectives) so that you can better analyze and describe your data.
- Include any information you collected prior to, during, and after instruction so that comparisons can be made between pre and post instructional learner performance (e.g., teacher observations, previous student work, etc.).
- Based on the data, make a decision about whether your instruction was successful, partially successful, or unsuccessful in meeting the learning objectives.
- Discuss challenges you faced as you taught.
- Describe changes you would make in your decisions or strategies if you had the chance to teach the topic again.
- Explain how you would modify the lesson to more adequately meet the needs of individual students, including different learning styles, language development, and developmental levels.
- How might you strengthen connections to students' cultural, linguistic and family backgrounds?

You will compile the lesson plan, implementation documentation (photos, videos, student work), and reflection into a digital presentation for the final submission.

** The above components will be submitted to the course instructor as required in the course schedule. At the end of the semester, the entire Level 3 Critical Task should be submitted as a whole to the EEC 4943

'Level 3 Field Experiences' course. A rubric for the Critical Task will be shared in class.

You must score a 3 or higher on the rubric in order to pass Level 3. You are responsible for submitting the assignment to Canvas for the instructor evaluation. If you do not meet the required score, you will be given feedback and will revise and resubmit the assignment; however the original score will be used to compute your course grade.

Hillsborough County Public Schools Task Force specific class activity:

Math at the Center has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor."**

Class Engagement and Professionalism (10% of Final Grade)

In order to successfully complete the course, participants must attend class and demonstrate active and thoughtful engagement in discussions and activities. Teacher Candidates (TCs) are obligated as emerging professionals to sincerely engage with course material, go beyond the surface, consider material they may not like immediately, reflect on their own situation (make connections, see relevance), and formulate language to describe and understand that situation more fully. They are obligated to pose good questions to their practice, look critically at their teaching performance, and to identify targeted goals for their own professional development.

TCs demonstrate progress toward course goals and objectives by carefully reading assigned material prior to class, engaging with course material, going beyond the surface, pondering multiple perspectives on an issue or topic, reflecting upon their own situation and roles as emerging professional educators, and formulating language to describe and understand that situation more fully.

Participation includes thinking, reflection, raising thoughtful questions, facilitating discussions with peers, and contributing to the learning of others in the class. Furthermore, active participation during learning tasks both in and out of

class will be evaluated as part of your participation. Leaving class early or arriving late is considered time absent from class. See attendance policy below.

Reading Assignments and Quizzes (10% of grade)

Each week you will read from the course text and/or additional readings from Canvas. All reading assignments must be completed **prior** to class.

Mini-quizzes will be given throughout the semester. Quizzes will cover the content featured in the reading within the course textbook and associated readings, FTCE content, and related pedagogy. The quizzes will be administered through Canvas. Students may use notes or textbook to assist them with the quizzes. Quizzes may be retaken any number of times before the due date.

Number Routine and FTCE Review (5% of grade)

You will present one math number routine during the semester with a group of 3-4 classmates. The routine will take place at the beginning of the class and should last about 10 minutes. The number routine should be an activity to engage classmates in meaningful mathematics and brief discussion about the activity's mathematical standards, grade level, and extensions. A signup sheet will be provided to choose your presentation date and group. A rubric will also be provided.

You will work together with a small group to provide a brief 3-5 question FTCE Review for your classmates. You will choose a form of technology or app to present your review questions the FCTM mathematics test. You will post the review on Canvas for classmates to study with. A signup sheet will be provided to choose your group. A rubric will also be provided.

Instructor Feedback Policy & Grade Dissemination

Students can access assignment scores and overall grade at any time using "Grades" in CANVAS.

Instructor feedback will generally be provided within 1 week of assignment submission.

Major Topics and Course Schedule

COURSE SCHEDULE

*The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of

progress, student needs, and/or other unforeseen events.

Week	Topic	Class Preparation	Assignments Due
Week 1 Aug, 25	Creating High-Quality Visions for Teaching Mathematics	NAEYC and NCTM Position Statement (Canvas) NCTM Principles to Actions Exec. Summary (Canvas) Van de Walle Chapter 1 (pp. 1-13)	Week 1 Quiz Week 1 Reflection
Week 2 Sept. 1	Teaching Through Problem Solving	Van de Walle Chapter 2 (pp. 14-37) Calendar Time for Young Children (Canvas) 13 Rules that Expire (Canvas)	Number Routine Group 1 FTCE Review Week 2 Quiz Week 2 Reflection
Week 3 Sept. 7-11	Full Immersion	Gather data for Math Learner Analysis and Integrated Curriculum Web Assignment	N/A
Week 4 Sept. 15	Assessment and Differentiation	Van de Walle Chapters 3 – 5 (pp. 38-79)	Number Routine Group 2 Week 4 Quiz Week 4 Reflection
Week 5 Sept. 22	Teaching Children with Exceptionalities; Family Connections	Van de Walle Chapters 6 – 7 (pp. 80-111)	Math Learner Analysis and Integrated Curriculum Web Number Routine Group 3 Week 5 Quiz Week 5 Reflection
Week 6 Sept. 29	Number Sense	Van de Walle Chapter 8 - 9 (pp.112-xxx)	Problem Solving Mini Lesson Week 6 Quiz Week 6 Reflection

Week	Topic	Class Preparation	Assignments Due
Week 7 Oct. 6	Operations, Fact Fluency and Place Value	Van de Walle Chapters 10 – 12 (pp. xxx - 236)	Integrated Problem Solving Lesson Plan Number Routine Group 4 Week 7 Quiz Week 7 Reflection
Week 8 Oct. 13	Fractions	Van de Walle Chapter 14 (pp. 303-329)	Lesson Implementation and Reflection Window Number Routine Group 5 Week 8 Quiz Week 8 Reflection
Week 9 Oct. 20	Measurement	Van de Walle Chapter 15 (pp. 330-362)	Lesson Implementation and Reflection Window Number Routine Group 6 Week 9 Quiz Week 9 Reflection
Week 10 Oct. 27	Data and Statistics	Van de Walle Chapter 17 (pp. 399-421)	Lesson Implementation and Reflection Window Number Routine Group 7 Week 10 Quiz Week 10 Reflection
Week 11 Nov. 2-6	Full Immersion	Work with MT to plan and deliver daily math instruction	N/A
Week 12 Nov. 9-13	Full Immersion	Work with MT to plan and deliver daily math instruction	N/A
Week 13 Nov. 17	Algebra and Geometry	Van de Walle Chapters 13, & 16 (pp. 237-302; 363-398)	Week 13 Quiz Week 13 Reflection

Week	Topic	Class Preparation	Assignments Due
Week 14 Nov. 24	TBD	TBD	Revised VHQMI Reflection Course Evaluation
Week 15 Nov. 30- Dec. 4	Final Presentati on	Virtual meeting, schedule TBD	Critical Task due on Canvas and Campus Folio 11/30

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member.

Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

In person attendance is required for the first day of seminar (8/25/26) AND field placement (8/26/26). Students who do not attend both days may be dropped from the course.

Attendance Policy:

Per to the course schedule, we meet 11 times during the semester for class. Each day you attend and fully participate in class, you will earn 10 points. Your attendance record is kept under the "role call attendance assignment" however that does not count toward your grade. The "attendance and participation" assignment reflects your attendance grade, including participation. (You can also earn 5-10 additional points some weeks for completing in class work and reflection assignments. These points vary by week and cannot be made up if you miss class).

Your first absence from class does not impact your grade (ie. a 'free pass'). Your second absence from class causes you to lose 10 attendance points. Your third absence from class results in failing the course. If you come late, leave early, leave excessively during class, or do not engage, you will lose points as appropriate.

You will begin with 150 points and I will subtract each week if attendance and participation requirements are not met.

Late Work Policy:

Assignments submitted after the due date will be considered late and are subject to grade deductions of 10% for each day late up to 3 days. Assignments submitted after 3 days will receive a 0 grade. Proactive communication requesting due date extensions may be granted if communicated more than 24 hours in advance.

Critical Tasks:

Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the e-portfolio system ***Campus Folio***. **Failure to follow instructor's guideline to submit Critical Tasks assignments to *Campus Folio* in a timely manner will result in failure of the course.**

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case, the original score on the assignment will be used to compute the final grade for the course.

Professional Standards and Dispositions Policy:

Students enrolled in teacher preparation degree programs in the College of Education or enrolled in such courses offered in the College are expected to demonstrate the professional dispositions outlined in the College's conceptual framework, and the professional behaviors defined by their academic department. It is the responsibility of students to exhibit ethical behavior and the highest standards of professional conduct. Depending on the nature and severity of the violation, the student may be placed on a course correction action or professional growth plan, placed on probation, or dismissed from the college. Students who wish to grieve probation or dismissal decision that is based on violation of this policy may do so using the Student Academic Grievance Procedures.

Each program will require students to sign a form indicating they understand that failure to adhere to the College's *Professional Disposition and Ethical Practices Standards Policy* may result in a professional growth plan, probation, or dismissal from the program. Students will be required to submit a copy of the signed document to the faculty advisor for specific degree programs. Students will be required to submit an electronic copy of the signed document to each course instructor through the Canvas Course website or as specified by the course instructor. Students enrolled in initial teacher preparation programs will be required to complete a survey about their professional disposition and ethical standards at multiple points in their academic program.

TCs are required to abide by the standards outlined in the USF College of Education Professional Disposition and Ethical Practices Standards Policy and Procedures, Social Media Policy and Contract, and will also be evaluated in terms of the aspects of professionalism outlined in the NAEYC Code of Ethical Conduct and Statement of Commitment. These aspects will be assessed in evaluations conducted by the cooperating teacher and university supervisor. If a TCs needs to be reminded of professional expectations more than twice, he or she will be called to a USF Professional Standards Committee meeting in which the students' performance will be reviewed and a determination will be made regarding continuation in the Level II field experience. **If a TC displays lack of professionalism in field experience schools, he or she will not satisfactorily complete Level 3.**

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an

idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas and Email: Course materials, checklists, and announcements will be posted on Canvas. Students are responsible for downloading materials. Canvas email will be used to communicate among class members. You are responsible for information that is emailed to your Canvas account or is posted on Canvas. Review Canvas announcements regularly for an overview of our weekly schedule. Specific due dates for assignments are listed in the schedule and can also be found in the course calendar.

Please email me directly with questions. Use only your USF email to correspond with me and put EEC 4321 in the subject line of the email. I check my email regularly and will respond to emails within 24-48 hours Monday-Friday. Please note that I may not be available on weekends but will respond to weekend email messages no later than Monday. If you do not receive a reply within this timeframe, please contact me again, since emails sometimes get lost in delivery. Please do not send messages through Canvas.

Laptop and Mobile Device Usage: During each class session, we will use technology together, so all students should make arrangements to bring a laptop or tablet to class. You are welcome to also use a laptop or tablet in this class to take notes or look up information as long as it contributes to your learning. This class involves engaged participation. This means that all students are expected to actively listen to one another in order to participate in classroom activities. If you are unable to contribute to the discussion or are otherwise distracted by your computer, cell phone, or tablet, I will ask that you refrain from using it in class except when engaged in specific activities

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress,

please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not

heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)