



**MAE 4320**  
**Teaching Mathematics in the Middle Grades**  
**83914 001**  
**Fall 2026**

**Instructor Name**

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Ruthmae Sears

**University Course Description**

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This is a required course for the undergraduate Mathematics Education Program. It is to be taken as a pre-requisite for MAE 4330. The major goal of the course is to provide prospective middle school teachers the opportunity to develop concepts, skills, and pedagogical procedures for effective teaching of mathematics in grades 5-9. To this end, the course will provide for an integration of mathematics content and the middle school philosophy while examining learning and teaching at this level.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Course Format**

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This course is delivered primarily through face-to-face instruction and emphasizes active participation, professional practice, and the application of evidence-based instructional strategies for middle school mathematics. Class sessions include instructor-led

presentations, guided discussions, collaborative problem-solving, lesson design, teaching demonstrations, analysis of instructional practices, and opportunities to apply mathematics pedagogy in authentic classroom contexts. Students are expected to actively participate in all course activities, complete assigned readings and learning tasks, and contribute professionally to class discussions and collaborative work.

Throughout the semester, students will demonstrate their knowledge and application of course concepts through performance-based assessments that align with state and national professional educator competencies and mathematics standards. Assessments are designed to evaluate candidates' ability to plan instruction, implement effective teaching strategies, use appropriate assessment methods, integrate instructional technology, reflect on professional practice, and support student mastery of grade-level mathematics content.

Student learning will be assessed through the following major assignments:

| <b>Assessment</b>                                                                                                                                                        | <b>Points</b> | <b>% of Final Grade</b> | <b>Tentative Due dates</b>                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|---------------------------------------------------------------|
| <b>Assessment</b>                                                                                                                                                        | <b>Points</b> | <b>% of Final Grade</b> | <b>Tentative Due Date</b>                                     |
| Classroom Observation Report (minimum of 15 classroom observations) and professional reflections on instructional practices that support student learning of mathematics | 100           | 20%                     | October 22, 2026                                              |
| Final Project – Video Presentation demonstrating effective mathematics instruction                                                                                       | 100           | 20%                     | November 19, 2026                                             |
| Perspectives on the Integration of Generative AI in Mathematics Education: Policy, Standards, Instructional Planning, Instruction, and Assessment                        | 75            | 15%                     | October 8, 2026                                               |
| Professional Development Reflection based on assigned mathematics intervention webinars                                                                                  | 50            | 10%                     | September 17, 2026                                            |
| Design, Teaching, and Reflection of a Mathematics Lesson Incorporating Physical and/or Virtual Manipulatives                                                             | 75            | 15%                     | Throughout the semester (Latest submission: October 29, 2026) |

| Assessment                    | Points | % of Final Grade | Tentative Due dates            |
|-------------------------------|--------|------------------|--------------------------------|
| MyMathTest                    | 50     | 10%              | September 3, 2026              |
| Mini Co-Teaching Presentation | 50     | 10%              | November 5 & November 12, 2026 |

Assessments emphasize the application of mathematics content knowledge, instructional planning, effective communication, professional reflection, and the use of evidence to improve teaching practice. Students are expected to demonstrate proficiency in designing standards-aligned lessons, implementing research-supported instructional strategies, using instructional technology appropriately, and evaluating student learning through valid assessment practices. Timely submission of assignments, regular attendance, active participation, and professional conduct are essential components of success in this course.

## Student Learning Outcomes

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Upon completion of this course, students will have demonstrated:

- Knowledge of the major goals and characteristics, including scope and sequence, of middle school mathematics programs, and aspects of theories of learning as applied to the planning of instruction for the teaching of middle school mathematics;
- Knowledge of the current developments in education, including research and curriculum reform initiatives, that may affect the middle school mathematics curriculum;
- Knowledge of appropriate assessment procedures and their application in the teaching of middle school mathematics;
- Knowledge of problem-solving processes, instructional procedures, and their application in the teaching of middle school mathematics;
- Knowledge of educational technology (e.g., calculators and computers) concepts, their principles, and their application in the teaching of middle school mathematics;
- Knowledge and application of instructional procedures appropriate for developing rational number operations, number theory, beginning algebra, geometry, measurement, spatial visualization and probability and statistics.

## Course Objectives

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Upon successful completion of this course, teacher candidates will be able to:

1. **Explain** the goals, organization, scope, and sequence of middle school mathematics programs and their relationship to state and national academic

- standards and curriculum expectations.
2. **Apply** research-supported instructional strategies and principles of learning to design and deliver effective mathematics instruction for middle school students.
  3. **Develop** standards-aligned lesson plans that promote mathematical reasoning, problem solving, procedural fluency, and conceptual understanding.
  4. **Design and implement** valid assessment strategies to measure student learning, monitor academic progress, and inform instructional decisions.
  5. **Use** instructional technology, including calculators, digital tools, virtual manipulatives, and emerging technologies, in ways that support mathematics teaching, learning, and assessment.
  6. **Demonstrate** effective instructional practices for teaching middle school mathematics content, including rational number operations, number theory, beginning algebra, geometry, measurement, spatial reasoning, probability, and statistics.
  7. **Analyze** current research, instructional resources, and curriculum developments that influence mathematics education and apply evidence-based practices to instructional planning.
  8. **Observe and evaluate** mathematics instruction using established instructional frameworks and reflect on effective teaching practices that promote student mastery of mathematics standards.
  9. **Plan and deliver** mathematics instruction through individual and collaborative teaching experiences that demonstrate professional communication, instructional effectiveness, and appropriate classroom practices.
  10. **Reflect** on instructional decisions and assessment results to identify strengths, areas for improvement, and strategies for enhancing student learning and academic achievement.
  11. **Demonstrate** professional responsibilities through active participation, ethical conduct, timely completion of assignments, and effective collaboration with peers.
  12. **Integrate** mathematical content knowledge, instructional planning, assessment, educational technology, and reflective practice to support student achievement in middle school mathematics.

## **Required Texts and/or Readings and Course Materials**

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No textbook is required.

## **Supplementary (Optional) Texts and Materials**

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- Ahrendt, S., Monson, D., & Cramer, K. (2021). Promoting discourse: Fractions on number lines. *Mathematics Teacher: Learning and Teaching PK-12*, 114(4), 284–289.
- AMTE. (2018). *Standards for preparing teachers of mathematics*. <https://amte.net/sites/default/files/SPTM.pdf>
- Anderson, N. (2021). Keep calm and press for reasoning. *Mathematics Teacher: Learning and Teaching PK-12*, 114(8), 591–597.
- Bell, C. J. (2017). Measuring tangrams on a geoboard. *Mathematics Teaching in the Middle School*, 22(6), 374–378.

- Beyranevand, M. L. (2014). The different representations of rational numbers. *Mathematics Teaching in the Middle School*, 19(6), 382–385.
- Bostic, J. D., Vostal, B., & Folger, T. (2021). Growing TTULPs through your lessons. *Mathematics Teacher: Learning and Teaching PK-12*, 114(7), 498–507.
- Boyle, J. D., & Kaiser, S. B. (2017). Collaborative planning as a process. *Mathematics Teaching in the Middle School*, 22(7), 406–419.  
<https://doi.org/10.5951/mathteacmiddscho.22.7.0406>
- Breyfogle, M. L., & Lynch, C. (2010). Van Hiele revisited. *Mathematics Teaching in the Middle School*, 16(4), 232–238.
- Burch, L., Tillema, E. S., & Gatz, A. M. (2021). "Counting" on quantitative reasoning for algebra. *Mathematics Teacher: Learning and Teaching PK-12*, 114(6), 452–462.
- Dixon, J. K., Rutledge, T., Caton, J. C., & Nolan, E. C. (2021). Playing with fractions. *Mathematics Teacher: Learning and Teaching PK-12*, 114(6), 463–467.
- Duckor, B., Holmberg, C., & Becker, J. R. (2017). Making moves: Formative assessment in mathematics. *Mathematics Teaching in the Middle School*, 22(6), 334–342.
- Edwards, M. T., Meagher, M. S., & Özgün-Koca, S. A. (2017). Nurturing argumentation and reasoning with pentominoes. *Mathematics Teaching in the Middle School*, 23(1), 54–57.
- Eichhorn, M. M. S., DiMauro, P. J., Lacson, C., & Dennie, B. (2019). Building the optimal learning environment for mathematics. *Mathematics Teacher*, 112(4), 262–267.
- Florida Department of Education. (2020). *Florida B.E.S.T. standards: Mathematics*.  
<http://www.fldoe.org/core/fileparse.php/18736/urlt/StandardsMathematics.pdf>
- Hicks, T., & Bostic, J. D. (2021). Formative assessment through think alouds. *Mathematics Teacher: Learning and Teaching PK-12*, 114(8), 598–606.
- Hodkowski, N. M., & Carhart-Quezada, C. (2023). Let's give them something to talk about. *Mathematics Teacher: Learning and Teaching PK-12*, 116(11), 837–844.
- International Society for Technology in Education. (n.d.-a). *ISTE standards for educators*. <https://iste.org/standards/educators>
- International Society for Technology in Education. (n.d.-b). *ISTE standards for students*. <https://iste.org/standards/students>
- Jacobs, V. R., Empson, S. B., Case, J. M., Dunning, A., Jessup, N. A., & Krause, G. (2022). A new twist on fraction equations. *Mathematics Teacher: Learning and Teaching PK-12*, 115(12), 859–866.
- James, C., Casas, A., & Grant, D. (2017). Using scaffolding to scale-up justifications. *Mathematics Teaching in the Middle School*, 22(5), 294–301.
- Lemon, T., & Hendrickson, S. (2023). Building coherence and progression on sound frameworks. *Mathematics Teacher: Learning and Teaching PK-12*, 116(7), 490–502.
- Nielsen, M. E., & Bostic, J. D. (2018). Connecting and using multiple representations. *Mathematics Teaching in the Middle School*, 23(7), 386–393.
- Ozturk, A. (2023). Fostering quantitative reasoning through a question of fairness. *Mathematics Teacher: Learning and Teaching PK-12*, 116(4), 265–272.

- Roy, G. J., Harbour, K. E., Martin, C., & Cunningham, M. (2022). Using number talks to compare fractions. *Mathematics Teacher: Learning and Teaching PK-12*, 115(12), 874–881.
- Vanoli, L., & Luebeck, J. (2021). Examining errors and framing feedback. *Mathematics Teacher: Learning and Teaching PK-12*, 114(8), 616–623.
- Velasco, R. C. L., & Degner, K. (2023). Representations of linear and nonlinear functions. *Mathematics Teacher: Learning and Teaching PK-12*, 116(5), 349–357.
- Watson, L. A., Bonnesen, C. T., & Strayer, J. F. (2021). The nature of mathematics: Let's talk about it. *Mathematics Teacher: Learning and Teaching PK-12*, 114(5), 352–361.
- Wells, P. J. (2016). Understanding linear functions and their representations. *Mathematics Teaching in the Middle School*, 21(5), 308–316.
- Wieman, R. (2016). Five steps to zero: A game for number sense and reasoning. *Mathematics Teaching in the Middle School*, 21(7), 432–435.

## How to Succeed in this Course

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### How to Succeed in this Course

This course will move at a rapid pace to keep up with the stated outcomes. **It is your responsibility to use good time management skills and not wait until the last minute to do assignments.** You can work ahead as much as you want. It is your responsibility to ask questions during class, after class and via email.

Factors that will help you succeed in this course are listed below. Be sure to take control of your own learning!

1. Schedule time to study. Be sure to allow time to work through the sections so that you meet the schedule in the syllabus.
2. Do not fall behind. It is harder to catch up than to stay on top of things.
3. If possible, choose a quiet area where you will not be interrupted for studying. Multi-tasking or technology used during mathematics study is not a good study plan.
4. Self-motivate. Remind yourself of why you are taking this course. What personal goals require you to complete this course?
5. Work hard. Complete all course activities.
6. Seek help if needed. Be proactive.

### Professional Disposition, Responsibilities and Standards

The University of South Florida's College of Education (USF COEDU) is committed to helping students build upon and successfully learn professional dispositions and ethical

practices as they prepare to become future educators or enhance their knowledge and abilities.

Teaching requires not only specific content and pedagogical knowledge and skills but also positive attitudes regarding multiple dimensions of the profession. USF COEDU's Dispositions Framework is based on literature from the field and aligned with the Florida Educator Accomplished Practices (FEAPs). We expect candidates who enter our programs to display and continue to develop and demonstrate these dispositions.

USF COEDU has identified dispositions we will highlight, celebrate, learn, and monitor starting at admissions and throughout the initial teacher certification programs.

- The candidate demonstrates collaboration.
- The candidate demonstrates a growth orientation.
- The candidate demonstrates reflective thinking.
- The candidate demonstrates care for students.
- The candidate demonstrates ethical responsibility and professionalism.

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### **Dispositional Descriptions and Indicators**

#### **Collaborative**

Education professionals must work together with their professional colleagues in schools and agencies, as well as with students, families, and communities, to achieve common goals and solve problems. Collaboration is founded upon the intentional seeking out of the opinions, expertise, and knowledge of others, consideration of all points of view, and a willingness to compromise to reach common goals.

#### **Collaborative**

##### **Indicators for Collaboration**

- Establishes and maintains respectful and professional relationships and positive interpersonal connections with PK-12 students, peers, mentor teachers, school personnel, caregivers/families, and professors.
- Demonstrates initiative, interest in, and enthusiasm for teaching and learning when working in coursework and clinical experience classrooms with their mentor teacher and other school personnel.
- Interacts and communicates effectively and respectfully with people with characteristics and perspectives different from oneself.

#### **Growth-Oriented**

Education professionals strive for high standards of instruction and service and to assist those served to achieve their full potential through increasing their knowledge and skills. They continuously improve their practice through self-assessment, progress monitoring, consultation, and collaboration with colleagues. They remain current with theory and practice in their field and with technological innovations.

## **Growth-Oriented**

### **Indicators for Professional Learning and Growth orientation**

- Demonstrates a commitment to lifelong learning and continuous improvement through inquiry, professional endeavors, dialogue, and reflection.
- Demonstrates receptivity to constructive feedback by actively applying ideas and adjusting performance accordingly to improve professionalism, learning, and instruction.
- Seeks and processes appropriate support, resources, feedback, and professional growth opportunities to enhance teaching and learning.

## **Reflective**

Education professionals actively analyze information and data acquired through inquiry and practice. Reflective thinking results in careful deliberation and reasoning in making decisions and choosing courses of action in instruction and service. Educators also critically examine the dynamics and social contexts in which they practice.

## **Reflective**

### **Indicators for Reflective Thinking**

- Exhibits a growth mindset through an open-mind and willingness to learn from experience.
- Analyzes, synthesizes, and evaluates information and data acquired through ongoing inquiry and practice.
- Engages in careful deliberation and reasoning when making pedagogical decisions.
- Demonstrates careful consideration of the consequences of one's actions as they affect others (e.g. students, families/caregivers, peers, school faculty, etc.).

## **Caring**

Education professionals take an active interest in the physical, emotional, and intellectual health, well-being and growth of students served. They take appropriate steps to intervene when student health or well-being is in jeopardy, and support and encourage students to reach their full potential.

## **Caring**

### **Indicators for Caring**

- Exemplifies the belief that all students can learn and reach their full potential.
- Promotes the physical, emotional, mental, and intellectual health, well-being, and growth of students.
- Serves as an advocate for students when necessary.

## **Professional**

Education professionals are guided by a commitment to adhere to professional codes of behavior. They hold themselves to high standards of conduct in their interactions with students, colleagues, families, and the community.

## **Professional**

### **Indicators for Professionalism**

- Exhibits professional demeanor (attitude), communication, dress, and behavior appropriate to the school setting, including sound professional judgment.
- Demonstrates discretion when discussing students, peers, faculty, and schools by not participating in disparaging conversations and/or working to diffuse such language.
- Prepares for class/seminar and clinical experiences and completes work in a timely manner.
- Demonstrates punctuality and regular attendance to university coursework clinical experience.
- Takes initiative by engaging professionally in university coursework and clinical experience classroom.
- Communicates in a timely matter with university supervisor, mentor teacher, and other colleagues.
- Adheres to and upholds the university's commitment to academic honesty and personal integrity. (Student Code of Conduct, social media policy, USF Academy Honesty/Personal integrity)
- Understands and maintains confidentiality related to student records, personal family information, and student variability in educational programming in order to protect the individual, child's, and family's privacy, unless such disclosure serves a professionally compelling purpose or is required by law (i.e., FERPA).

### **Productive Disposition**

“...*Productive disposition*, described as a tendency to see mathematics as sensible, to perceive mathematics as useful and worthwhile, to believe that mathematics can be learned with steady effort, and, perhaps most important, to see oneself as an effective learner and doer of mathematics (NRC [2001](#)).” (Philipp & Siegfried, 2015, p. 490)

[Philipp, R. A., & Siegfried, J. M. (2015). Studying productive disposition: The early development of a construct. *Journal of Mathematics Teacher Education*, 18(5), 489-499.]

## **Professional Dispositions and Behavior Policy for Teacher Candidates**

### **Professional Dispositions and Conduct**

Teacher candidates are preparing to enter a profession that requires sound judgment, professionalism, ethical conduct, and effective communication. As future educators, candidates are expected to demonstrate behaviors consistent with the expectations of Florida educators, school districts, and the teaching profession.

Throughout this course, teacher candidates are expected to:

- Demonstrate self-control, professionalism, and emotional maturity in all classroom, online, field, and school-based settings.
- Communicate clearly, respectfully, and professionally in verbal, written, and electronic communications with faculty, peers, school personnel, students, and community members.
- Participate constructively in class discussions, collaborative activities, and field experiences.
- Accept constructive feedback professionally and demonstrate a willingness to improve instructional practice.
- Arrive prepared, engaged, and ready to contribute to a productive learning environment.
- Exercise sound professional judgment, maintain appropriate boundaries, and comply with all university policies and applicable school district expectations.
- Demonstrate honesty, integrity, and ethical behavior in accordance with university academic integrity policies and the expectations of the teaching profession.

Teacher candidates are expected to conduct themselves in a manner consistent with the standards of professional practice reflected in Florida law governing educator conduct, including the ethical obligations established by the Florida Education Practices Commission and applicable provisions of Chapters 1001 and 1012, Florida Statutes.

## **Classroom Expectations**

Professional learning environments depend upon mutual respect and orderly conduct. The following behaviors are considered disruptive and inconsistent with professional expectations:

- Repeated interruptions of instruction or class activities.
- Disrespectful, discourteous, or unprofessional communication.
- Use of electronic devices in a manner that interferes with instruction.
- Failure to follow reasonable directions provided by the instructor.
- Conduct that substantially interferes with the learning environment or the educational opportunities of others.
- Any behavior that violates university policies governing student conduct.

## **Professional Communication Regarding Faculty and Colleagues**

Teacher candidates are expected to demonstrate professionalism in all communications concerning faculty members, school personnel, peers, and other education professionals. Constructive questions, disagreements, and feedback are appropriate when expressed respectfully and through appropriate channels.

The following behaviors are inconsistent with professional expectations:

- Making disrespectful, disparaging, or unprofessional comments about faculty members, classmates, school personnel, or other education professionals during class or in course-related activities.
- Engaging in gossip, personal attacks, or conversations that undermine a professional learning environment.
- Publicly evaluating, criticizing, or discussing the performance of faculty members in a disrespectful or disruptive manner during instructional time or course activities.
- Using inflammatory, insulting, or inappropriate language toward any member of the university or school community.

Teacher candidates who have concerns regarding instruction, grading, field experiences, or other academic matters are encouraged to address those concerns directly with the appropriate faculty member or through established university procedures. Maintaining professional, respectful communication is an essential disposition expected of future educators and reflects the standards of the teaching profession.

## **Professional Conduct Penalty**

Because professional behavior is an essential component of teacher preparation, any documented incident of disruptive or unprofessional conduct may result in a **10% deduction from the student's final course grade**. The instructor will determine whether

the conduct rises to the level of a documented disruption based on the facts and circumstances of the incident.

This deduction is separate from academic performance and reflects the professional disposition component of teacher preparation.

### **Professional Improvement Plan**

Candidates who demonstrate concerns related to professional dispositions or conduct may be placed on a **Professional Improvement Plan (PIP)**. The purpose of the plan is to provide clear expectations, measurable goals, and opportunities for improvement to ensure candidates meet the minimum professional standards expected of future educators.

The Professional Improvement Plan may include:

- Identification of the specific behaviors requiring improvement.
- Clearly defined performance expectations.
- Required meetings with the instructor or program personnel.
- Progress monitoring and documentation.
- Timelines for demonstrating satisfactory improvement.

Failure to demonstrate sufficient improvement may result in additional academic or programmatic action consistent with university policies and educator preparation program requirements.

### **Commitment to Professional Excellence**

Successful completion of a teacher preparation program requires more than academic achievement. Teacher candidates are expected to consistently demonstrate the professional dispositions, communication skills, ethical conduct, and self-regulation necessary to foster safe, orderly, and effective learning environments. These expectations apply throughout coursework, clinical experiences, internships, and all activities associated with the educator preparation program.

#### Responsibilities of teachers of mathematics

The items listed below represents a small fraction of the things mathematics teachers must do in the course of their work:

1. Design mathematically accurate explanations that are comprehensive and useful to students;
2. Use mathematically appropriate and comprehensible definitions;
3. Represent ideas carefully, mapping between a physical or graphical model, and symbolic notation, and the operation or process.

4. Interpret and make mathematical and pedagogical judgments about students' questions, solutions, problems and insights (both predictable and unusual);
5. Be able to respond productively to students' mathematical questions and curiosities;
6. Make judgments about the mathematical quality of instructional materials and modify as necessary;
7. Be able to pose good mathematical questions and problems that are productive for student's learning;
8. Assess students' mathematics learning and take next steps.

[Source: Ball (2003) Mathematics in the 21<sup>st</sup> Century: What mathematical knowledge is needed for teaching mathematics. <http://www.ed.gov/inits/mathscience/ball.html> ]

Students are expected to demonstrate behavior consistent with a professional career. An individual's temperament, aptitudes, beliefs, values, etc. should be exemplary for teacher candidates who are pursuing a teacher education program. Failure to demonstrate such conduct will impact a student's grade as noted in the course syllabus. In particular, students must:

- Attend all class meeting. You are expected to be present at the beginning and conclusion of this class. Individuals' attendance, punctuality and engagement should be consistently eminent.
- Prepare carefully for class. Your ability to contribute to your own and your peers' understanding is dependent on your level of preparation. Therefore, you must be thoroughly prepared for each class.
- Complete and submit all assignments on time. You should demonstrate an ability to complete work autonomously, effectively utilize feedback, and follow directions. All assignment should be completed on time (before the specified due date and time). See assignment policy above. Students should maintain a file of all graded assignments until after receiving an official grade notification from the registrar.
- Collaborate responsibly with colleagues in coursework. Thoughtful participation, capacity to objectively reflect on one's disposition and behaviors, and demonstration of civility, diplomacy and sensitivity towards others should be evident.
- Engage in all course activities and discussions.
- Individuals should exhibit a positive response to feedback.
- Exhibit an aptitude to objectively consider new ideas.
- Interact professionally with classmates. Be respectful in conversation, behavior, and written correspondence to all parties. Students must demonstrate respectful standards of behavior during class discussion. *Please turn off all cellular phones, or place them in a non-ringing mode.*
- Students are expected to conduct themselves as professionals by positively influencing the classroom environment. Students who come late, leave early, or are absent, rarely contribute ideas, appear to be participating in discussions extraneous to the class, are observed to be

doing work not related to the class, are disruptive, or inattentive, or passive are not behaving professionally.

- Students are expected to support all claims made in written and oral communications by relevant mathematics education literature.

### **NCTM (2014) Effective Mathematics Teaching Practices**

As teachers of mathematics you are expected to exhibit the professional standards of the discipline. During your mathematical instruction, you are encouraged to exhibit the NCTM (2014) effective mathematics teaching practices. The practices are as follow:

- **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems
- **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

<http://www.nctm.org/Conferences-and-Professional-Development/Principles-to-Actions-Toolkit/Resources/7-EffectiveMathematicsTeachingPractices/>

**AMTE Standards (2017) for well-prepared beginning teachers of mathematics**

| <b>Labeling</b> | <b>Title</b>                                                             | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C.1             | MATHEMATICS<br>CONCEPTS,<br>PRACTICES, AND<br>CURRICULUM                 | Well-prepared beginning teachers of mathematics possess robust knowledge of mathematical and statistical concepts that underlie what they encounter in teaching. They engage in appropriate mathematical and statistical practices and support their students in doing the same. They can read, analyze, and discuss curriculum, assessment, and standards documents as well as students' mathematical productions. |
| C.2             | PEDAGOGICAL<br>KNOWLEDGE<br>AND PRACTICES<br>FOR TEACHING<br>MATHEMATICS | Well-prepared beginning teachers of mathematics have foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning                                                                                                                             |

| <b>Labeling</b> | <b>Title</b>                                         | <b>Description</b>                                                                                                                                                                                                                                                                                                           |
|-----------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C.3             | STUDENTS AS LEARNERS OF MATHEMATICS                  | Well-prepared beginning teachers of mathematics have foundational understandings of students' mathematical knowledge, skills, and dispositions. They know how these understandings can contribute to effective teaching and are committed to expanding and deepening their knowledge of students as learners of mathematics. |
| C.4             | SOCIAL CONTEXTS OF MATHEMATICS TEACHING AND LEARNING | Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.                                                                |

**AMTE Standards (2017) for effective programs for preparing beginning teachers**

| <b>Labeling</b> | <b>Title</b>           | <b>Description</b>                                                                                                             |
|-----------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| P.1             | ESTABLISH PARTNERSHIPS | An effective mathematics teacher preparation program has significant input and participation from all appropriate stakeholders |

| <b>Labeling</b> | <b>Title</b>                                | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P.2             | OPPORTUNITIES TO LEARN MATHEMATICS          | An effective mathematics teacher preparation program provides candidates with opportunities to learn mathematics and statistics that are purposefully focused on essential big ideas across content and processes that foster a coherent understanding of mathematics for teaching.                                                                                                                |
| P.3             | OPPORTUNITIES TO LEARN TO TEACH MATHEMATICS | An effective mathematics teacher preparation program provides candidates with multiple opportunities to learn how to teach through mathematics-specific methods courses (or equivalent professional learning experiences) in which mathematics, practices for teaching mathematics, knowledge of students as learners, and the social contexts of mathematics teaching and learning are integrated |
| P.4             | OPPORTUNITIES TO LEARN IN CLINICAL SETTINGS | An effective mathematics teacher preparation program includes clinical experiences that are guided on the basis of a shared vision of high-quality mathematics instruction and have sufficient support structures and personnel to provide coherent, developmentally appropriate opportunities for candidates to teach and to learn from their own teaching and the teaching of others.            |

| Labeling | Title                                           | Description                                                                                                                                                                |
|----------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P.5      | RECRUITMENT AND RETENTION OF TEACHER CANDIDATES | An effective mathematics teacher preparation program attracts, nurtures, and graduates high-quality teachers of mathematics who are representative of diverse communities. |

## Grading Scale

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### Course Grading Scale

The university's plus/minus system of grading will be used. The Grading Scale is as follows:

A + : 97%-100%

A : 94%- 96%

A- 90%- 93%

B+ : 87%-89%

B: 84% - 86%

B- : 80%- 83%

C+ 77-79%

C: 74-76%

C - : 70-73%

D+: 67-69%

D: 64- 66%

D- : 60%- 63%

F : below 60%

## Grade Categories and Weights

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### Course Assessment and Grading Categories

I know that in addition to your responsibilities for this class, you are all incredibly busy and productive in a multitude of other life roles. It is my sincere hope that you will read this syllabus carefully and ensure that you are willing to devote the time and energy needed to have a successful and enjoyable experience in this course. Most people who do not succeed in this course are unwilling and/or unable to devote the necessary time to this course. The "necessary time" depends on prior knowledge, the grade you would like to earn, and the effort taken to complete the assigned tasks.

Students' achievement of course goals and objectives are based on the following assessments.

- Final Project – Video Presentation
- Other Special Assignments, included but not limited to:
  - Classroom Observation Report based on a minimum of 15 classroom observations and Reflections on efforts to support all learners in learning mathematical content
  - Professional development reflections
  - Perspectives of integrating GenAI in mathematics education in policy and standards, instructional planning, instruction, and assessment
  - Design of mathematics lesson plan including physical and/or virtual manipulatives, Teach, and Reflect
  - MyMathTest
  - Mini Co-Teaching Presentations

Assignments are to be submitted before the start of class (5:00 p.m.) on the due date. Course grades are based upon point allocations. The table below displays the points allocated for each assignment, with respect to the percentage it contributes to the final grade, and the tentative date the assignments are due. The following represents my current thinking about the evaluation of this course. I reserve the right to make changes/adjustments as needed.

**\*\* Please note that multiple absences from class can result in grade reductions and/or a failing grade in the course.**

| <b>Assessment</b>                                                                                                                                                | <b>Point allocated</b>  | <b>Percentage of final grade</b> | <b>Tentative due date</b>             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------|---------------------------------------|
| <b>Assessment</b>                                                                                                                                                | <b>Points allocated</b> | <b>Percentage of Final Grade</b> | <b>Tentative Due / Scheduled Date</b> |
| Classroom Observation Report based on a minimum of 15 classroom observations and Reflections on efforts to support all learners in learning mathematical content | 100                     | 20%                              | October 22, 2026                      |

| <b>Assessment</b>                                                                                                                                                  | <b>Point allocated</b> | <b>Percentage of final grade</b> | <b>Tentative due date</b>                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------|-------------------------------------------------------------------------|
| Final Project-<br>Video<br>Presentation                                                                                                                            | 100                    | 20%                              | November 19,<br>2026                                                    |
| Perspectives of<br>integrating GenAI<br>in mathematics<br>education in<br>policy and<br>standards,<br>instructional<br>planning,<br>instruction, and<br>assessment | 75                     | 15%                              | October 8, 2026                                                         |
| Professional<br>Development<br>Reflection                                                                                                                          | 50                     | 10%                              | September 17,<br>2026                                                   |
| Design of<br>mathematics<br>lesson plan<br>including physical<br>and/or virtual<br>manipulatives,<br>Teach, and Reflect                                            | 75                     | 15%                              | Throughout the<br>semester - Latest<br>submission –<br>October 29, 2026 |
| MyMathTest -<br>MAE 4320 Fall<br>2026                                                                                                                              | 50                     | 10%                              | September 3,<br>2026                                                    |
| Mini co-teaching<br>presentation                                                                                                                                   | 50                     | 10%                              | November 5 and<br>November 12,<br>2026                                  |

## Instructor Feedback Policy & Grade Dissemination

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### Communication and Response Time:

The instructor will respond to course-related email communications within 48 hours of receipt on business days. Emails should be clear, concise, and pertain directly to course content or requirements.

### Feedback on Assignments:

Feedback on major assessments, including final projects, will be provided within two weeks of the posted deadline, when applicable.

### Access to Grades:

Students may access their scores and overall course progress at any time through the Canvas “Grades” feature. It is the student’s responsibility to regularly review posted grades and promptly address any questions or concerns with the instructor. For guidance on how to do this, please visit the [Canvas Guide on How to View Grades](#).

## Major Topics and Course Schedule

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| Week | Topic | Supplementary Readings | Assigned due date |
|------|-------|------------------------|-------------------|
| Week | Topic | Supplementary Readings | Assignment Due    |

| ee             | Topic                                                                  | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assigned due date |
|----------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| gust 27,<br>26 | Standards for Preparing Teachers of Mathematics<br><br>Lesson Planning | <p>AMTE (2018) Standards for Preparing Teachers of Mathematics<br/> <a href="https://amte.net/sites/default/files/SPTM.pdf">https://amte.net/sites/default/files/SPTM.pdf</a></p> <p>Florida B.E.S.T Standards (2020)<br/> <a href="http://www.fldoe.org/core/fileparse.php/18736/urlt/StandardsMathematics.pdf">http://www.fldoe.org/core/fileparse.php/18736/urlt/StandardsMathematics.pdf</a></p> <p>ISTE Standards<br/> <a href="https://iste.org/standards/students">https://iste.org/standards/students</a><br/> <a href="https://iste.org/standards/educators">https://iste.org/standards/educators</a></p> <p>Bostic, J. D., Vostal, B., &amp; Folger, T. (2021). Growing TTULPs through Your Lessons. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(7), 498-507.</p> <p>Boyle, J.D., &amp; Kaiser, S.B. (2017). Collaborative Planning as a Process. <i>Mathematics Teaching in the Middle School</i>,</p> |                   |

| ee | Topic | Supplementary Readings                                                                                                                                                                                                                                                               | Assigned due date |
|----|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|    |       | <p>22(7), 406-419.<br/>doi:10.5951/mathteachm<br/>ddscho.22.7.0406</p> <p>Lemon, T., &amp;<br/>Hendrickson, S. (2023).<br/>Building Coherence and<br/>Progression on Sound<br/>Frameworks.<br/><i>Mathematics Teacher:<br/>Learning and Teaching<br/>PK-12</i>, 116(7), 490-502.</p> |                   |

| ee                | Topic                   | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                 | Assigned due date                                                                                      |
|-------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| September 3, 2026 | Supporting all learners | <p>Eichhorn, M. M. S., DiMauro, P. J., Lacson, C., &amp; Dennie, B. (2019). Building the optimal learning environment for mathematics. <i>Mathematics Teacher</i>, 112(4), 262-267.</p> <p>Hodkowski, N. M., &amp; Carhart-Quezada, C. (2023). Let's Give Them Something to Talk About. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 116(11), 837-844.</p> | <p><b>MyMathTest due</b></p> <p>Program ID:</p> <p>Program Code:</p> <p><b>XL2V-B1PA-701Z-30W2</b></p> |

| ee                 | Topic                      | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assigned due date |
|--------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| September 10, 2026 | Reasoning and Sense Making | <p>Anderson, N. (2021). Keep Calm and Press for Reasoning. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(8), 591-597.</p> <p>Burch, L., Tillema, E. S., &amp; Gatz, A. M. (2021). “Counting” on Quantitative Reasoning for Algebra. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(6), 452-462.</p> <p>Ozturk, A. (2023). Fostering Quantitative Reasoning Through a Question of Fairness. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 116(4), 265-272.</p> <p>Wieman, R. (2016). Five Steps to Zero: A Game for Number Sense and Reasoning. <i>Mathematics Teaching</i></p> |                   |

| ee                 | Topic             | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assigned due date                          |
|--------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|                    |                   | <i>in the Middle School</i> , 21(7), 432-435.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                            |
| September 17, 2026 | Functions Concept | <p>Nielsen, M. E., &amp; Bostic, J. D. (2018). Connecting and Using Multiple Representations. <i>Mathematics Teaching in the Middle School</i>, 23(7), 386-393.</p> <p>Velasco, R. C. L., &amp; Degner, K. (2023). Representations of linear and nonlinear functions. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 116(5), 349-357.</p> <p>Wells, P. J. (2016). Understanding Linear Functions and Their Representations. <i>Mathematics Teaching in the Middle School</i>, 21(5), 308-316.</p> | <b>Professional Development Reflection</b> |

| ee                              | Topic            | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assigned due date |
|---------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| September 24,<br>2026 (Virtual) | Rational Numbers | <p>Ahrendt, S., Monson, D., &amp; Cramer, K. (2021). Promoting Discourse: Fractions on Number Lines. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(4), 284-289.</p> <p>Beyranevand, M. L. (2014). The different representations of rational numbers. <i>Mathematics Teaching in the Middle School</i>, 19(6), 382-385.</p> <p>Roy, G. J., Harbour, K. E., Martin, C., &amp; Cunningham, M. (2022). Using Number Talks to Compare Fractions. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 115(12), 874-881.</p> |                   |

| ee             | Topic                   | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assigned due date |
|----------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| tober 1,<br>26 | Arithmetic of fractions | <p>Bell, C. J. (2017). Measuring Tangrams on a Geoboard. <i>Mathematics Teaching in the Middle School</i>, 22(6), 374-378</p> <p>Dixon, J. K., Rutledge, T., Caton, J. C., &amp; Nolan, E. C. (2021). Playing with Fractions. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(6), 463-467.</p> <p>Jacobs, V. R., Empson, S. B., Case, J. M., Dunning, A., Jessup, N. A., &amp; Krause, G. (2022). A New Twist on Fraction Equations. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 115(12), 859-866.</p> |                   |

| ee             | Topic                                                        | Supplementary Readings                                                                                                                                                                                                                                                                                                                                            | Assigned due date                                                                                                                       |
|----------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| tober 8,<br>26 | Learning theories & Effective Mathematics Teaching Practices | <p>Nielsen, M. E., &amp; Bostic, J. D. (2018). Connecting and Using Multiple Representations. <i>Mathematics Teaching in the Middle School</i>, 23(7), 386-393.</p> <p>Watson, L. A., Bonnesen, C. T., &amp; Strayer, J. F. (2021). The Nature of Mathematics: Let's Talk about It. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(5), 352-361.</p> | Perspectives of integrating GenAI in mathematics education in policy and standards, instructional planning, instruction, and assessment |

| ee                                                          | Topic                                                                                                                                            | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assigned due date |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>tober 15,</p> <p>26</p> <p>tual/ Online</p> <p>eting</p> | <p>Van Hiele</p> <p>Model of the</p> <p>development</p> <p>of geometrical</p> <p>thinking and</p> <p>Cognitive</p> <p>Demand of</p> <p>Tasks</p> | <p>Breyfogle, M. L., &amp; Lynch, C. (2010). Van Hiele revisited. <i>Mathematics Teaching in the Middle School</i>, 16(4), 232-238.</p> <p>Edwards, M. T., Meagher, M. S., &amp; Özgün-Koca, S. A. (2017). Nurturing Argumentation and Reasoning with Pentominoes. <i>Mathematics Teaching in the Middle School</i>, 23(1), 54-57.</p> <p>James, C., Casas, A., &amp; Grant, D. (2017). Using Scaffolding to Scale-up Justifications. <i>Mathematics Teaching in the Middle School</i>, 22(5), 294-301.</p> |                   |

| ee                      | Topic                  | Supplementary Readings | Assigned due date                                                                                                                                                |
|-------------------------|------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| tober 22,<br>26<br>tual | Lessons from the Field |                        | Classroom Observation Report based on a minimum of 10 classroom observations and Reflections on efforts to support all learners in learning mathematical content |

| ee              | Topic      | Supplementary Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assigned due date                                                                                     |
|-----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| tober 29,<br>26 | Assessment | <p>Duckor, B., Holmberg, C., &amp; Becker, J. R. (2017). Making moves: Formative assessment in mathematics. <i>Mathematics Teaching in the Middle School</i>, 22(6), 334-342.</p> <p>Hicks, T., &amp; Bostic, J. D. (2021). Formative Assessment through Think Alouds. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(8), 598-606.</p> <p>Vanoli, L., &amp; Luebeck, J. (2021). Examining Errors and Framing Feedback. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(8), 616-623.</p> | Design of mathematics lesson plan including physical and/or virtual manipulatives, Teach, and Reflect |

| ee                                  | Topic                | Supplementary Readings | Assigned due date                 |
|-------------------------------------|----------------------|------------------------|-----------------------------------|
| vember 5,<br>26                     |                      |                        | Mini Co-Teaching Presentation Due |
| vember 12,<br>26                    |                      |                        | Mini Co-Teaching Presentation Due |
| vember 19,<br>26                    |                      |                        | Final Project Presentation Due    |
| vember 26,<br>26<br><b>NO CLASS</b> | Thanksgiving holiday |                        |                                   |
| ember 3,<br>26                      | Reflections          |                        |                                   |

## USF Core Syllabus Policies

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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**

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### **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**

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### **Assignments**

All assignments (graded and ungraded (e.g. assigned readings)) must be completed by the start of class on the due date. Many of the activities in which we will engage will depend on your preparedness for class. Therefore, it is strongly recommended that students arrange to meet with the instructor in advance to receive feedback and additional guidance regarding progress on submissions, if needed. Submitted assignments will be graded according to a scoring rubric that will be distributed. There are no extra credit assignments.

If a student misses a class, it is the student's responsibility to secure from other students the information missed or material distributed. The student at the next class must retrieve scored assignments/papers distributed to the class or it will be discarded. Students should retain all graded papers until final grades are issued.

If a student is absent on a day when an assignment is due, the assignment must be submitted via CANVAS and or their university email account to the instructor. A hardcopy of the same document should also be submitted.

The due dates for assignments are clearly specified in the “Course Assessment” section of this document. Generally, permission to submit late work is only granted in extreme family or personal circumstances, and not because the student failed to submit the work in a timely fashion. Unless the instructor of the course has granted the student a formal extension, the following penalties will be applied for assignments submitted late:

- up to two days late, loss of 15% of the total available marks for the assignment;
- two to five days late, loss of 25% of the total available marks for the assignment;
- five to seven days late, loss of 35% of the total available marks for the assignment;
- seven to nine days late, loss of 45% of the total available marks for the assignment;
- over nine days late, no mark will be given for the assignment. Hence, the student would obtain a 0% as a grade for the assignment.

**\*\*Note: Expect to complete at least 3 hours of work outside of class for each hour you spend in class.**

## **Attendance, Participation, and Professional Conduct**

### **Attendance**

Regular attendance is an essential component of this teacher preparation course. Candidates are expected to attend every class session, arrive on time, remain for the entire class period, and actively participate in all instructional activities. Because many course activities involve collaborative learning, instructional demonstrations, discussion, and performance-based assessments, attendance is necessary to achieve the course learning outcomes.

Prompt attendance is expected. Tardiness or leaving class early may be recorded as a partial or full absence at the instructor's discretion. To be considered present, candidates must be actively engaged in course activities throughout the class session. Candidates who disengage from instructional activities (e.g.,

failing to participate in assigned tasks or discussions or engaging in activities unrelated to the course) may be considered absent for that class meeting. If an unavoidable absence occurs due to serious illness, accident, hospitalization, or the death or serious illness of an immediate family member, candidates may submit appropriate documentation to the instructor within **48 hours** of the absence for consideration. Absences for university-approved activities or religious observances will be accommodated in accordance with university policy. Candidates who anticipate missing class due to the observance of a major religious holiday must notify the instructor in writing no later than the **second class meeting**.

Candidates are responsible for obtaining any missed course materials and completing assignments according to course requirements. Attendance does not relieve candidates of responsibility for meeting all course expectations.

More than **two (2) unexcused absences** will result in a reduction of **one letter grade** in the final course grade.

### **Professional Participation**

Teacher candidates are expected to conduct themselves in a manner consistent with the ethical and professional standards of the education profession.

Professional expectations include respectful communication, preparedness, punctuality, appropriate participation, collaboration, and conduct that supports an effective learning environment.

Candidates who arrive late, leave early, miss class without an approved excuse, or fail to participate fully in class activities may receive reduced credit on participation- or performance-based evaluations, when applicable. These behaviors may also affect the candidate's overall performance in the course.

### **Professional Conduct**

Professional conduct is a required component of teacher preparation.

Any **documented incident of disruptive or unprofessional conduct** that materially interferes with instruction, disrupts the learning environment, or fails to meet established professional expectations may result in a deduction of **up to 10% of the student's final course grade**. The instructor will determine whether

the conduct constitutes a documented disruption based on the specific facts and circumstances of the incident.

This deduction is separate from academic performance and reflects the professional expectations associated with educator preparation. Nothing in this policy limits the university's authority to address violations of the Student Code of Conduct or other applicable university policies.

## **Grades of "Incomplete"**

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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**

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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**

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### **Canvas (Learning Management System)**

This course is delivered through the University of South Florida's learning management system, Canvas. Students are expected to access Canvas regularly (at minimum several times per week) to review course materials, announcements, assignments, and grades.

Course activities, including individual and any assigned group work, will be organized and communicated through Canvas. Specific instructions, deadlines, and submission requirements will be clearly posted. Students are responsible for monitoring due dates and complying with all submission requirements.

Late submissions may be subject to penalties as outlined in the course syllabus, unless prior approval has been granted or documented circumstances apply. Students are expected to plan accordingly and manage their time to meet all deadlines.

For technical assistance with Canvas, students should consult the Canvas Student Guides or contact USF Information Technology at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu)

### **Laptop and Device Usage**

Laptops and similar electronic devices may be used during class for course-related purposes, including note-taking, accessing assigned materials, and participating in instructional activities. Use of devices must not disrupt the learning environment.

Instructors may provide additional guidance regarding appropriate device use, including restrictions or designated seating arrangements when necessary to maintain focus and minimize distractions.

Students may record class sessions for personal academic use, provided such recording does not interfere with instruction or classroom conduct. Recordings may not be shared, distributed, or used outside the course without prior authorization.

### **Mobile Phone Usage**

Mobile phones should be silenced and not used during class except for course-related purposes or urgent situations. Non-academic use (e.g., texting, social media, browsing) is discouraged, as it may disrupt both individual learning and the classroom environment.

## **Course Policies: Student Expectations**

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### **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](http://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](http://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**

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#### **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](mailto: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](mailto: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](mailto: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)