

## FOUN 3110

### Adolescent Development 1

### *Learning, Motivation & Assessment*

Fall 2010

Department of Educational  
Foundations, Leadership &  
Technology

College of Education

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## COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

### *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

### *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

### *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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**College of Education, Dept. of EFLT Fall 2010 Course Syllabus**

**1. Course Number:** FOUN3110, Section 002

**Course Title:** **Adolescent Development 1:** Learning, Motivation & Assessment

**Credit Hours:** 3 {2 credits for Lecture and 1 credit for Lab-service learning}

**Prerequisites:** Admission to Teacher Education; RSED3000; FOUN 3000 (EDUC 3000)

**Class Times:** **Wednesday, 5:00 p.m. to 7:50 p.m.** **Location:** **Haley 2204**

For dates and times we meet as a class, as a team or by individual appointment, in case we can't use Haley Center for unexpected reasons, our "just in case" meeting location will be at the new student union, the building directly next to Haley. Meet on second floor near the help desk area which is next to the really old Aubie costume. Many tables and sitting areas are there along with a few standing computers. This area should suffice as a contingency location when/if Haley is inaccessible. This is only to be used if we can't meet in Haley for some unexpected reason. In case a meeting is canceled due to bad weather or campus-wide issues, always see email for instructions.

**2. Office Hours & Contact Information:**

Dr. Shirley Scott-Harris

Office Location: 1214 Shelby Center of Engineering Technology

Phone: 334-844-2331: Please leave message at the same number if you call. (Checked once a day M-F – the time of day varies.)

Email is preferred.

Tigermail email: [scotts2@auburn.edu](mailto:scotts2@auburn.edu) (Checked once a day M-F – time of day varies.)

Office Hours and Appointment Opportunities:

My weekly office hours will be on Monday 9:00 a.m. to 11:00 a.m. and by appointment.

Office hours, appointments, and email/phone correspondence are put on hold while I'm away during research conferences and business trips. You may email me or call me while I'm gone but I may very likely not be able to respond until my return. I will email all students if I'm away for a day or longer including when I will return.

My office hours begin on the first Monday (August 23) after the first week of our class and end on the last day of our final project due date deadline. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled at least 2 days in advance via email (with email confirmation by instructor that the time works).

If I have to change my office hours for a particular day due to a required AU meeting or conference, I'll inform you in class prior to the meeting or conference, or I'll email you in advance to let you know what day of the week will serve as my make-up office time.



I will allow for appointments to be scheduled within reason up to when the final project is due. If you call my phone and I'm not there, please leave a message and a contact phone, when I can call back, or if I can email you the information you need. I will return the call or email shortly thereafter accordingly.

**Date Syllabus Prepared:** This syllabus as updated, between June 2010 is being distributed for Fall 2010 for Dr. Shirley Scott-Harris, Section 002 of FOUN3110, is added to Blackboard for students on 08/13/2010 and in PDF copy in the EFLT Department main office.

**Special Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged to set up this meeting so please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with the Program for Students with Disabilities. Any participant needing special accommodations should contact Dr. Sarah Weaver, Director of the Program for Students with Disabilities, 1244 Haley Center, Telephone: 334-844-2096 (V/TT). Their office hours are: 7:45-11:45 a.m. and 12:45-4:45 p.m.

### 3. Text and Class Materials:

**\*Required Textbook:** "Adolescents in the Internet Age" Information Age Publishing, 2009 paperback This is offered 100% stock in Haley Bookstore. Please bring this text to class by our second class session (August 25, 2010) and to every class session from then onward as it will be referred to often during class.

**\*Required: Identification tag** to be used for all service learning visits. Get one in the LRC.

**\*Required: Note pad & CD Case:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few readings, a few note-handouts, or other course material will be handed out in class. Some readings and other class resources (from sources other than the text) may be posted on BlackBoard for your convenient access to read or print out. Organization of class material is key to effective studying so please maintain notes in binder or three-ring. The CD you will get will be for your course material portfolio you will submit to me at the end of the semester. You can get a CD free from LRC but a hard shell case (not a plastic envelope) can be either bought or from an old music CD. This will be for your materials you turn in as a portfolio, containing all of your work for the semester on the CD (required). Keep your work as you go in an ongoing folder on your computer and in a thumb drive as a backup.

**Required if Blackboard material is viewed from home:** Now and then there will be videos to watch on Blackboard which will be assigned. You may watch them at an on-campus computer or from your home computer. If you watch from a home computer **then** access to an effectively functioning computer with functioning high speed internet will be needed if you plan to watch the materials at home. If need be though, the LRC and other campus computing sites can be relied upon to watch the videos. If you use home computer, test to see if your computer views the videos and opens PDF files using the home computer. Copy the diagnostics below and put in a word file or on email and then try out the links.



VIDEO DIAGNOSTIC: Here are two links below for you to make sure that you can adequately view the two streamed videos. Are they viewable and hearable?? Check to make sure you get the videos well or if you have problems seeing or hearing them.

<http://rm.auburn.edu/ramgen/real1/edurel1/coe/coevideo.rm>

<http://rm.auburn.edu/ramgen/real1/edurel1/coe/newcoevideo.rm>

**IF YOU HAVE PROBLEMS:** If you have jittery playback or no playback, PLEASE first try downloading the most recent version of REALPLAYER (see REALPLAYER DOWNLOAD) for which ever system you have (PC or MAC) and then, if that doesn't work then walk through the CONNECTION SPEED steps in this letter and adjust the bandwidth and then see if it works.

**REALPLAYER DOWNLOAD:** To view class video materials, you will need to have RealPlayer installed on your computer. You can download a free version of REALPLAYER. If you need the link to this in order to download it here they are: one for PC and the other for MAC.

**FOR FREE PC VERSION:**

<http://www.real.com/realplayer/>

**FOR FREE MAC VERSION:**

<http://www.real.com/mac/realplayer/>

**CONNECTION SPEED USING REALPLAYER:**

A high speed DSL or Cable Modem internet connection is needed to view class videos (which are a constantly required part of the course). You may need to verify with your Internet Service Provider the connection speed for which you are paying. Viewing over dial-up or using a wireless connection is not acceptable because the videos will not likely be viewable adequately, if at all.

On average, most individuals with a DSL/Cable internet connection can set both the NORMAL and MAXIMUM BANDWIDTH to 384 kbps. Depending on YOUR actual connection, which can be obtained by contacting your Internet Service Provider, you may need to lower or possibly raise this connection speed.

**Getting to the Real Player Bandwidth menu on a PC:**

In the Real Player menu, click on TOOLS, then in the drop-down menu, at the bottom, select PREFERENCES. A new window will pop up and in the left-hand side, find CONNECTION and click on it. The right-hand side will change to a Connection section.

**Getting to the Real Player Bandwidth menu on a Mac:**

With Real Player open, at the top, in the Apple Menu, click on Real Player and access it's drop down menu. Select PREFERENCES. A PREFERENCES WINDOW will open and across the top, select CONNECTION.



#### FURTHER TROUBLESHOOTING:

Once you've accessed the bandwidth section, the PC and Mac set up are the same. There is a button labeled TEST CONNECTION and two drop-down menus labeled NORMAL BANDWIDTH and MAXIMUM BANDWIDTH. If you would like to use the TEST CONNECTION, feel free, but with each test, it could give you a different connection speed. For best results, we suggest setting the NORMAL and MAXIMUM yourself. This is where you'll need to select 384 kbps from the drop-down menu (or your appropriate connection speed if you've called your ISP). Once you have done this, Real Player will remember and connect you at this speed.

For best results when viewing classes, you will need to have the computer connected to your internet source. Viewing classes over a wireless network does not provide enough bandwidth to view videos and will negatively affect playback of the videos. We are not able to troubleshoot wireless connections, so it is recommended that you have a wired internet connection.

If you are trying to view classes at your workplace, it is quite possible that the workplace I.T. staff have set restrictions for certain off-site areas of the web. You will need to contact your workplace I.T. and work with them to make sure that accessing Blackboard, video or course files is allowed. You can also speak to them if you are unsure about your workplace bandwidth.

#### IF CHANGING CONNECTION SPEED AND DOWNLOADING REALPLAYER DON'T WORK THEN:

Provide this instructor the info from steps 1-5 (\*below). This can help me gather some info I can pass along to the tech people. I cannot answer any of this information myself at all but merely pass it along for others to address with you when they are able.

- \*1- your name and contact phone number
- \*2- your professor's name and class you are taking
- \*3- your computer specs and operating system
- \*4- your internet connection speed
- \*5- the problem you are having (please be specific)

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**PDF DIAGNOSTIC:** Using the link below, open and see the PDF file attached to this email. This software is necessary to have as it allows you, at a home computer, to open and read/see any course text documents (assignments and handouts) that are on Blackboard.

If you can't open the attached PDF file then download a free version of Acrobat Adobe Reader from AUINSTALL link [https://fp.auburn.edu/oit/hardware\\_software/auinstall/login.aspx](https://fp.auburn.edu/oit/hardware_software/auinstall/login.aspx) After downloading, then try to open the file.

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**Required Attire:** Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a good impression of you as a future teacher. So, oftentimes, full shoes (*not sandals or crocks*) are recommended or mandatory.



Additionally, please make sure your wardrobe at the site opaquely covers all special body areas and areas near the special areas in order for a respectable impression to be made while there since this is a school environment. Also, please refrain from wearing clothes or jewelry which are questionable due to the themes, symbols, words, or images they contain which others can clearly see which would be objectionable in a K-12 school environment. Thanks in advance for your cooperation.

**Recommended Device:** “Jump drive” or “thumb drive” so you have your work on it as a back up. Keep all your *in progress* work on it and stored online as an email attachment to yourself in Blackboard email. This way, you can access your work anywhere you can get online and in worse cases, have it on thumb drive. One of your assignments is to keep your work and compile into a CD portfolio to submit at the end of the semester so keeping your work, all of it, will be important.

**4. Course Description:** An integrated approach to the effective instruction of the adolescent learner in context. Biological, cognitive, psychosocial, and moral aspects of adolescent development will be emphasized as well as informal and formative approaches to classroom assessment.

**5. Course Objectives:** This course is designed based on the following instructional objectives which are articulated below by subject area.

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are highlighted on syllabus supporting material. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

### **FOUN 3110 objectives (aligned with the Alabama State Standards as of March 2007)**

#### Human Development:

- Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)
- Knowledge of the role of language in learning. (2)(c)1.(ii)
- Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

#### Instructional Strategies:

- Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

#### Learning Styles

- Knowledge of research and theory related to learning styles and multiple intelligences. (4)(c)4.(i)



### Local, State and Federal Laws and Policies:

- Ability to access school, community, state, and other resources and referral services.(5)(c)6.(ii)

**6. Course Content:** (*For a more precise weekly breakdown—see Module/Assignment Schedule and Assignments List in this syllabus.*)

### Week(s) Generic Content Overview by Week (Rough Outline Only)

#### **Communication; Planning; Collaboration; Assessment**

**Week 1: Introduction:** An integrated approach to development, learning, motivation, and assessment through instruction and planning.

**Week 2: Pre-instructional and formative assessment:** An overview of methods and sources of information used to make pre-instructional judgments on the affective, physical and cognitive development of students.

#### **Student Development**

**Week 3-11: Adolescent Development:** An overview of physical, cognitive, and socio-emotional theory in relation to the school-aged child.

**Week 12-15: Individual differences:** A broadening of students' understanding of the complex learner through a focus on individual variation.

### **7. More about the Course:**

This is entirely an on-campus section of the course. It is not a hybrid or distance version of the course. Some materials will be provided on Blackboard for your access but only as class resources for us to access during class or as homework. The course will provide an integrated overview of issues central to educational psychology and adolescent development: cognitive, psychosocial, physical and moral development, learning, motivation and assessment in the context of instructional planning and practice. It will be conducted using case-based, project-based, and learner-centered approaches to learning and instruction, while modeling currently accepted best practices that can be used in the learners' classrooms. Included also will be lectures and multimedia complimented by an ongoing battery of cooperative learning, and other activities during class that provide practice with concepts/skills.

There will be numerous reading and discussion assignments. Readings done before any assigned discussions are held will help you be prepared as I will ask a few questions for your reflection, response, application, judgment, etc. Periodically, I will present highlights from videos which present concepts in an extremely practical way so you can see prime examples of cooperative learning, performance assessment, behavior management techniques, and teaching techniques of adolescents inside the classroom and in other environments.

In addition to building your knowledge on adolescent development, classroom assessment, learner motivation, etc, you will refine skills and dispositions basic to teaching including dependability, professionalism, collaboration, critical thinking, planning, organization and writing. A target of our college in this course is to develop a number of candidate proficiencies, knowledge and dispositions on assignments and in your service learning. A final target by the college is for



students to practice and refine the skills/dispositions listed in Dynamics of College of Education Conceptual Framework for Undergraduates.

## 8. Course Requirements/Evaluation/Earning Grades for Course

**A. Procedures for Grading:** Grades earned may likely vary for assignments on any of the tasks or exams but all must be completed (fulfilled) to receive course credit. Any assignments missing must be made up if missed due to absence, not submitting them on time, or not submitting them at all (regardless of excused or unexcused absence status). Based upon meeting the above conditions, the following is the remainder of the grading framework. You will receive a full description of guidelines, points, requirements and instructions for each assignment where each assignment is presented during class.

**B. Grading Requirements:** Criteria 1 and 2 below are basic course expectations which, if satisfied, can enable an A for a course grade (if and only if) a student's academic grade (on exams and course assignments) is 90% or higher. If a student falls short on either criteria 1 or 2 then, even if he/she has 90% or higher on their academic work, a final course grade may be one letter grade lower because criteria 1 and 2 reflect basic behaviors in teaching duties and professionalism in the field. Anything less does not reflect what Auburn would consider "A" quality performance because "A" means excellent. Well done written assignments done by a student who is poor in service learning or in other ways equates to less than excellent for his/her course grade by anyone's standards in the teaching profession.

**Criterion 1:** (GOOD or GREAT QUALITY SERVICE LEARNING) See related sections.

**Criterion 2:** (A) Proper, consistent attendance, punctuality and participation at any and all class sessions and appointments held AND; (B) submitting ALL assignments and completing all quizzes in their entirety and on time.

A final grade of "A" demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation at service learning, etc.. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements. One will fail the course if the Service Learning is not completed satisfactorily. Problems reported to us by your Service Learning site supervisor or by our EFLT service learning coordinator (such as not reporting, not completing assigned duties, etc.) may also result in a reduction in your final course grade or failure in the course.

### Course Grading Scale by %

90% – 100% = **A**

80% – 89.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**



**NOTE:** The course policies on Service Learning, Class Attendance and Class Participation implicate one's final course grade and are based on terms additional to those set forth in this section. For details, see those sections.

**ASSIGNMENTS and GRADES:** On the next page is the array of assignments categorized with due dates and worth. This information will also be posted on your Grade Sheet. Exact points per assignment and test and the total possible are subject to change somewhat but become set once each item is then graded. Attendance and service learning policies in this syllabus do affect final grade, regardless of points earned on items below. Active participation and communication is required throughout the course. Here is a full list of due assignments with description, due date and point worth.

<i>Week</i>	<i>ASSIGNMENTS: Readings &amp; Tasks with due dates</i>
<b>Week 1 – August 18, 2010</b>	<p><b>--Class Orientation:</b> Cover the syllabus and service learning; Form teams for weekly chapter review tasks; show Blackboard resources and; briefly show Mid-Term and Final Projects</p> <p>---Brief presentation on assessment basics + disseminate <u>Assessment Basics handout</u> in class.</p> <p><b>TEAM TASK:</b> In teams, discuss Informal Assessment in learning environments (<i>observation &amp; personal dialogue</i>).</p> <p><b>**While in class, each team divides <u>August 25's</u> chapter review tasks.</b></p>
<b>Week 2 - August 25, 2010</b>	<p><b>Content: Chp 1--Perspectives on Adolescence</b>  <b>READ</b> chapter 1 in prep for this week's first class session.  <b>TEAM TASK: Chp 1 Exercise</b>—due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>September 1's</u> chapter review tasks.</b></p> <p>---Discuss Mid-Term and final projects.</p>
<b>Week 3 – September 1, 2010</b>	<p><b>Content: Chp 2--Cultural Change and Education</b>  <b>READ</b> chapter 2 in prep for this week's first class session.  <b>TEAM TASK: Chp 2 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>September 8's</u> chapter review tasks.</b></p>



<p><b>Week 4 –</b> <b>September 8, 2010</b></p>	<p><b>Content: Chp 3--Goals, Identity, and Motivation</b>  <b>READ</b> chapter 3 in prep for this week's first class session.  <b>TEAM TASK: Chp 3 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>September 15's</u> chapter review tasks.</b></p>
<p><b>Week 5 –</b> <b>September 15, 2010</b></p>	<p><b>Content: Chp 4--Mental Abilities and Achievement</b>  <b>READ</b> chapter 4 + Handouts in prep for this week's first class session.  <b>TEAM TASK: Chp 4 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>September 22's</u> chapter review tasks.</b></p>
<p><b>Week 6 –</b> <b>September 22, 2010</b></p>	<p><b>Content: Chp 5--The Internet and Media Literacy</b>  <b>READ</b> chapter 5 in prep for this week's first class session.  <b>TEAM TASK: Chp 5 Exercise</b> --due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>September 29's</u> chapter review tasks.</b></p> <p><b>** Mid-Term project due at start of <b>October 6th</b> class session in hard copy.</b></p>
<p><b>Week 7 -</b> <b>September 29, 2010</b></p>	<p><b>Content: Chp 6--Creative Thinking and Problem Solving</b>  <b>READ</b> chapter 6 in prep for this week's first class session.  <b>TEAM TASK: Chp 6 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>October 13's</u> chapter review tasks.</b></p> <p><b>**Mid-Term project due at start of <b>October 6th</b> class session in hard copy.</b></p>



<p><b>Week 8 -</b> <b>October 6, 2010</b></p>	<p><b>---Mid-Term project due at start of this class session in hard copy</b></p>
<p><b>Week 9 -</b> <b>October 13, 2010</b></p>	<p><b>Content: Chp 7--Social Maturity and Teamwork</b>  <b>READ</b> chapter 7 in prep for this week's first class session.  <b>TEAM TASK: Chp 7 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>October 20's</u> chapter review tasks.</b></p>
<p><b>Week 10 –</b> <b>October 20, 2010</b></p>	<p><b>Content: Chp 8--Risks for Adolescents and Schools</b>  <b>READ</b> chapter 8 in prep for this week's first class session.  <b>TEAM TASK: Chp 8 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>October 27's</u> chapter review tasks.</b></p>
<p><b>Week 11 –</b> <b>October 27, 2010</b></p>	<p><b>Content: Chp 9--Values and Ethical Character</b>  <b>READ</b> chapter 9 in prep for this week's first class session.  <b>TEAM TASK: Chp 9 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>November 3's</u> chapter review tasks.</b></p>
<p><b>Week 12 –</b> <b>November 3, 2010</b></p>	<p><b>Content: Chp 10--Physical Health and Lifestyle</b>  <b>READ</b> chapter 10 in prep for this week's first class session.  <b>TEAM TASK: Chp 10 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i></p> <p><b>**While in class, each team divides <u>November 10's</u> chapter review tasks.</b></p>



<b>Week 13 – November 10, 2010</b>	<b>Content: Chp 11--Self Control and Safe Schools</b> <b>READ</b> chapter 11 in prep for this week's first class session. <b>TEAM TASK: Chp 11 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i>  <b>**While in class, each team divides <u>November 17's</u> chapter review tasks.</b>
<b>Week 14 – November 17, 2010</b>	<b>Content: Chp 12--Emotions and Resilience</b> <b>READ</b> chapter 12 in prep for this week's first class session. <b>TEAM TASK: Chp 12 Exercise</b> —due by start of this week's first class session in hard copy. <i>Task responses will be presented as a part of class activities.</i>
<b>Week 15 – <i>Work time on Final Project</i> December 1, 2010</b>	---Allow time from all or good part of this week's class time on final. You might recommend for them to work on it then <i>on campus</i> so they use time wisely.
<b>Finals Week</b>	Study reading day is: December 4 & 5, 2010 (Saturday & Sunday) The below assignments are due December 7, 2010, 7:00 p.m. ---Final Project – must not be turned in until posted finals date/time/room. --- <i>Blackboard Poll: Summative Assessment of Course</i> --- <i>Blackboard Poll: Summative Assessment of Service Learning</i>

**Note:** Each reading assignment and end-of-chapter task (exercise) must be completed before the class session in which the reading and end-of-chapter task (exercise) listed will be of focus.



**Assignments and Point Worth:**

Prompt email to Service Learning Coordinator re: preferred day per week for service-----required

Prompt email to instructor re: confirmation of TB test or plans to get tested right away-----required

Shows textbook on Week One (*and brings to all classes*)-----required

TASK: Chapter 1	35
QUIZ: Chapter 1	10
TASK: Chapter 2	35
QUIZ: Chapter 2	10
TASK: Chapter 3	35
QUIZ: Chapter 3	10
TASK: Chapter 4	35
QUIZ: Chapter 4	10
TASK: Chapter 5	35
QUIZ: Chapter 5	10
TASK: Chapter 6	35
QUIZ: Chapter 6	10
Mid-Term Project	150
TASK: Chapter 7	35
QUIZ: Chapter 7	10
TASK Chapter 8	35
QUIZ: Chapter 8	10
TASK Chapter 9	35
QUIZ: Chapter 9	10
TASK: Chapter 10	35
QUIZ: Chapter 10	10
TASK: Chapter 11	35
QUIZ: Chapter 11	10
TASK: Chapter 12	35
QUIZ: Chapter 12	10
Service Learning Completion ( <i>of all 25 hours by deadline</i> ). Required	50
Final Project	150
Course Evaluation	5
Service Learning Evaluation ( <i>of site experience</i> )	5
<b>Total Possible Points -- as much:</b>	<b>900</b>

Some assignments may be altered in point worth. This instructor will notify you as the class progresses of any changes that are made.

**Note:** Unless stated otherwise by this instructor, all assignments are to be produced individually, not created by two or more people nor with help from another person(s).



## 9. Assignments and Scheduling Study Time

You may submit all assignments earlier than the shown deadlines if you wish. It is recommended to begin working on each assignment early on rather than late. I've posted them for view all at the beginning of the course in order to make this feasible and have also embedded in the schedule a safe window of work time according to how substantial each assignment is in completing. Note, the time between when one assignment ("Assignment X" for example) is due and when the next assignment, "Assignment Y" is due does not indicate the recommended time to begin work on "Assignment Y". Looking ahead of time on this list of assignments (*as I've arranged them in the modules*) and at the instructions for each assignment will help allow you time to adequately plan on what needs to be done for each assignment and then allow enough time to actually do the assignment, work on it, reflect, etc.. Please examine the assignment dates and the assignments descriptions at or near the beginning of this semester so you can plan ahead and make the time to work on things. Abide by the listed start date and completion date for each module), along with when to start working on assignments, especially the large assignments, which will require extensive time to work on to produce decent quality work.

## 10. Submitting Assignments

Note that for your assignments I will be requiring that they be submitted in class in hard copy. In order to be safe, always have your assignments on at least two other drives as backup in case a computer fails you. Have it on a thumb drive and in your blackboard email (as an email attachment to yourself) and possibly the university's H drive which helps as storage in cyberspace. Do not yank out thumb drives from the computer. Follow the proper steps to remove it safely.

If you are using a home computer which may not have virus protection software installed, then please make sure that you install the SOPHOS virus protection software which is free for AU students on *AUINSTALL* at [https://fp.auburn.edu/oit/hardware\\_software/auinstall/login.aspx](https://fp.auburn.edu/oit/hardware_software/auinstall/login.aspx)

## 11. Email Communication

As far as communication goes for this course, this will be an expectation to check your regular Tiger email for this course on every business day of each week.

## 12. Course Grade Feedback/Notification

I will post attendance and your status on assignments and tests on a Grade Sheet for you to view via handout for your private view so that you know where progress has been made, credit given and where improvement is needed. This serves as formal notification of your grade at ongoing points in time to help you keep up with the course in a timely, self-directed manner.

Attendance will be marked under each class session's date with "Present", "Present-LT 10 ms" = present but late to class by 10 minutes, or "Present-LE 15ms" = present but left class 15 minutes early. Unsubmitted work will be marked as **MIS** (*missing*). *Once you submit late work, the grade for that assignment changes from a zero to whatever the grade earned is with consideration to*



how late it was submitted. In a few cases, total unsatisfactory work will be identified with the label, **RESUBMIT** “resubmit with improvements” if the initial work turned in is unsatisfactory.

I do this with assignments occasionally to help a person know they’re expected to put effort into their assignments. In such a case, I allow the opportunity to resubmit the work with changes. If you are doing this after the deadline then of course the late deductions take effect also as the work is late but late work is much better than work that’s so poor that it constitutes an F.

If you are unsure about a mark for a grade that is listed for a certain assignment then please ask me. If you aren’t sure about how well you are doing overall even after examining your GRADESHEET, then ask me and we can meet to go over how to interpret the course at that point in time (*either via phone or in person*). The sooner you ask the sooner I will be able to communicate to you about it. Note that your Grade Sheet will post the numerical score grades for the assignments and quizzes. I’ll also note on the grade sheet, about which assignment, if any, is late, and how many points were deducted, as well as any notes on attendance and punctuality for each class session/appointment and in relation to your service learning days--if I’m informed of problems.

I’ll update grades on this grade sheet every other week or close to this after I receive work from students and have time to grade the work. When looking on your sheet, to figure your grade, simply add up points earned thus far and divide this total points earned by the total points possible at that particular time during the semester. Refer to the Assignments List to determine how many points can be earned (possible) by each week. This whole point formula is the usual way most class grading systems are configured as it is easiest for the student to calculate. Weighted grades, though acceptable, are not as clear when determining one’s course grade so this is why the whole point formula will be used.

### **13. Class Attendance & Participation Policies**

#### **A. Attendance:**

Tiger Cub, Attendance (2) states:

*Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular attendance is necessary to receive proper instruction. Specific policies regarding the class attendance are the prerogative of individual faculty members in writing at the beginning of the course regarding effect of absences in the determination of grades.*

Your enrollment in this class is taken by the college as an act of good faith in your efforts to become an effective teacher. Your attendance and in-class participation are expected. Courtesy to those who are speaking is expected at all times. Due to my legal obligations to Auburn University and to the Alabama State Department of Education, both institutions entrust education professors to instill in their students the proper standards for conduct, work hour requirements and responsibility to assume supervision of children in labs, service learning and internships. Children can’t be supervised or taught if a teacher is late or negligently absent. Final habits for dependability in this way must be formed now, not later.



Most schools require at bare minimum, two hours phoned notice of planned absence by a teacher so a school can successfully hire a substitute (early in the morning) in time to sub that same day. In addition, the course you will take for student-teaching internship will be very stringent on attendance so my course and others in this college are expected to prepare you for this final testing ground. My syllabus policies are supported by my superiors including E.F.L.T. Department Chair -Dr. Sheri Downer and the College of Education Associate Dean, Professor Susan Valliume. With this in mind, the following stipulations apply regarding attendance. Students are expected to attend all class meetings (latest version of Tiger Cub).

A student may be dropped on the first day of class if they miss that class. For all other class sessions for the course, those who miss a class day because of an illness or other reason and wish for it to be excused must show me a written doctor's statement for verification of sickness and must present this document to me by the day they return to class. A written excuse should be an original and shown to me. In general, whatever the reason for absence is, I also want you to inform me ahead of time if possible. In case of an unforeseen absence, leave a message on my email as soon as possible.

If you are on an Auburn University sports or cheer team, band, or work in an A.U. employed position and must miss a class session due to an event requiring your involvement, the following applies. For such an absence to be excused, you must provide me formal documentation explicitly stating your involvement during the missed class day/time in the A.U. event which is written by the professor/coach/boss that requires your involvement. This documentation must include the name and contact info (A.U. phone and A.U. email) of the person who provides you written, university approved absence documentation. This expectation for documented absences also applies to students in a Practicum course who may need to attend a lab at an off-campus site or who must miss as they are due in court, involved in an incident, accident, injury, etc. In these instances as well, for an absence to be excused, I must be provided formal documentation explicitly stating your involvement during the missed class date/time in the event, incident, or accident written by an involved official (*i.e. doctor, judge, attorney, officer, etc.*). This written documentation should be provided to me at the very next class session that you attend in order for it to be excused.

**B. Punctuality:** This policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student's grade if I observe a fairly consistent pattern of missing class time or service learning lab time by coming late, leaving in the middle, or leaving early (without approved excuse). By examining your grade sheet, you will be notified of my records of where/when there are problems that I'm aware of.

**C. Participation:** Students are expected to participate in all class and team discussions and in all assignments in class.

#### 14. Submitting Late Exams & Assignments

Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the



absence with the instructor on the day of the return to class. Other unavoidable absences from campus class time must be documented and cleared with the instructor in advance.

It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed/late work. Any assignment or learning quiz that is late must be submitted but depending on how late it is, it will have as much as a 25% point deduction from the total points earned if submitted/completed within the first 5 consecutive business days of lateness and as much as a 40% point deduction from total points earned if submitted /completed between 6-10 consecutive business days after a due date.

To help minimize a grade penalty for a late assignment, it should be submitted as soon as possible after a missed date either the next day or the following day after the original due date or sooner if possible. This policy applies to all quizzes and assignments. Turning work in on time makes a difference in how soon instructors can grade it and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers or printers fail or run out of ink or anything of this nature are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. My professional and helpful advice is don't do things at the last minute and, make sure you have a contingency plan so that you can (A) use a CD or jump drive to send your assignments via another computer, (B) send yourself an email containing your work (in progress and done) and keep it there (C) keep on an online AU drive or (D) have quick access to another reliable computer in case the one you use fails right up to the last hour before an assignment is due. There are computers in the main library, there is a whole computer room on 3rd floor of Haley and there is our LRC with their computers.

**Planning Make-up meetings:** In case of severe weather problems or personal extenuating circumstances (as described in the attendance area), I do allow for absences without impact on course grade or course credit but on the condition (unless stated otherwise in writing) that the absence (or relevant portion of it) for each class session missed is indeed made up on-site on a day/time that works for us both. In this way, student needs are respectfully met according to the situation, but for balance and accountability, the make-up expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus or at a service learning site. Anything that cannot be made up at and during the next class session would then need an alternate time for meeting such as a make up quiz or maybe other assignment to be completed. Often, there will be time after class releases for this to happen (right after class in the same classroom). But if this is not an option, then the LRC open meeting area tables or the table/ sitting areas on second floor of student union are possible locations for this and this instructor will plan with you the location, date and time so you know for sure.

#### **14. Service Learning Requirement & Policies**

**A. Field Placement:** The rules of the State Board of Education, 290-3-3-.02(4)(f)2 read: *Beginning with the first professional course, each candidate shall participate in extended field experiences with specific purposes and assessment. At a minimum, each candidate shall have participated in 150 contact hours (90 of these 150 hours shall be in increments of at least three*



*hours each) prior to the internship.* Necessarily, completion of FOUN 3100 requires participation in 25 clock hours of field experience. Students dismissed from their placements due to inappropriate behavior or lack of service cannot, by definition, fulfill this requirement. Failure to meet the 25 hour requirement will result in a failing grade for this course. Your service learning coordinator is Anna Shepherd and she coordinates our Block 2 EFLT students in placement and service at their sites, monitors student hours served, and addresses needs or problems. Her email is [ars0017@auburn.edu](mailto:ars0017@auburn.edu).

You will need to gather the contact phone, name and email of your site supervisor (the main supervisor at the site you serve.) Keep in mind the site supervisor and our EFLT Service Learning coordinators may have to communicate from time to time and you will need to communicate with them. As they are coordinators and supervisors, it is their job to address problems and needs where necessary with you. Instructors rely on them to perform these duties. We rely on the student to communicate needs or problems *to the coordinators and supervisors*.

A few nearby schools are allowing us to serve children at their after-school programs towards the fulfillment of a 25 hour service learning expectation held by the AL State Dept. of Education. The following subsections apply on rules and expectations for your successful service at these sites. You will be expected to serve 25 hours onsite at the site assigned to you. At these service learning sessions you will be working with children in grades K-6. Each service session will be scheduled so that at least 2.5 hours per week must be served on a single day, until all service is complete. Service cannot be done during a full day of normal school hours. Instead, service will be accepted during after school hours only like for two and half hour sessions or longer where allowed. Some sites may allow for 3 hours per visit which is fine but not all sites have this time window.

Fulfilling the service learning must be done and nothing else can be used as a replacement or substitute for this towards course credit under any conditions or for any reason. In other words, if a service learning session is missed, you will have to make it up by attending another one on a later time. Sessions that are continually missed which are then postponed until their completion late in the semester without reasonable cause and/or without prompt communication to the site supervisor and our EFLT coordinator will result in a grade drop by at least one letter, and/or a group meeting with you, me, the site supervisor and service learning coordinator. If something happens to you or you are ill or somehow unable to serve on a certain day, then contact the site coordinator immediately to inform them you will not be there that day and then call or email Anna Shepherd later (that same day) to leave a message or leave email about your situation. The site and the children there count on you being there as planned so it is vital to let them know if you can't be there so they can make alternate plans.

You will be expected to follow all rules of the site at which you are assigned to serve. Further details on rules and expectations for each site (conduct, attitudes, language, attire (dress), cell phone use, and helping the children as directed) will be made clear to you by the supervisor(s) of these site programs during the orientation you agreed to attend as part of your online registration for the service learning day and time you chose on our website with the direction of Anna shepherd. If something is not clear it is your obligation to ask for clarification.



You will be expected to call your coordinator for the after-school program to inform her/him on a day when you are unable to attend. They are counting on you being there. Call by the deadline the supervisor provides you at your site which they state is a sufficient “same-day notification”. This will be vital if you know ahead of time (a day or more in advance) that you will not be able to serve on a certain day. In other cases, upon any sudden accident or illness which prevents you from serving, the obligation on your part remains to call the site as soon as possible, preferably the same day. If you know you won’t be able to attend or know that a partner who will be unable to attend then you may call the site to inform them that your partner will be unable to attend but was too ill or in a situation where they were not able to communicate this information on their own. The advanced or timely notification given to after-school program coordinators about your absence (planned or sudden) is what the school programs need.

You will need to monitor the dates of operation of the afterschool program in order to avoid driving there on days in which a program will not be in operation. At the orientation to the site, ask the supervisor for a hard copy (handout) of their calendar for this purpose. You must be complete with all 25 service learning hours by December 4--by 5:30pm. Service learning sign-in sheet(s) and time cards will have to be signed by the coordinator you serve with at the site with the full 25 hours noted with each date and time of day served. This will be mandatory in order for the service learning to be declared complete. Leave the sign-in sheet onsite when done and email Anna shepherd that you are finished.

The after school service learning sessions are always done during the same day and time at the site assigned on the day you chose on the online registration posted by Anna Shepherd. Whenever the exact time slot is that you are able to serve, you must fulfill this requirement and it has to be done at this school for the hours required, separate from any other hours you serve for another class, lab or practicum. All service learning requirements must be met in full to get credit for this six credit hour course. This is mandated by our college and most importantly by the Alabama State Department of Education.

Please note that our college and the Alabama State Department of Education define service learning with the following essential qualifiers or conditions. Service learning must include 25 hours of onsite, unpaid work (service) and learning in a setting we place you at which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. This service learning must be done at an after-school type program site where the EFLT service learning coordinator has secured school district permission for placements for students in the program.

These 25 hours are not to be counted toward fulfillment of teaching internship or for lab hours for other courses. No other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will be counted towards the fulfillment of these 25 hours. Driving time to and from the site is never to be counted or recorded toward service of the 25 hours.

**B. Lab Hours and Service Learning:** Teacher education core courses with a service learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your



assigned service learning placement on-site at the service learning location. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

In terms of our college of education's candidate proficiencies which you will become familiar with, some of them pertain directly due to the example you set while serving at your site. Therefore, I have some specific criteria which will be important to consider and these are definitions or manifestations of certain proficiencies. These are criteria (A-C) to assess the level of your service performance and the site supervisors will evaluate you in this way. In general, the main objectives are to tutor children and to do so in the appropriate time increments each week, rather than postponing service of the service learning sessions. You must remember to sign in and out on each service learning session day you serve. If you serve at a site with time cards, you will have to punch in and out for the time served to be counted. For your own records, you should maintain days and times served and these must match the sign in/out and time clock card (or finger time card) punch in/out times kept on record at your site.

Under no conditions do you remove your sheet or time card from the site. Only I, Anna Shepherd, and your site supervisor can remove the card from the site for our own monitoring purposes. Even when you complete your hours, do NOT remove your sign in/out sheet or time card from the site for any reason. This is very important. It will appear from many perspectives to be suspect if a student removes his/her sign in sheet or time card from the site and we will require you to explain this to the higher powers that be as it may likely be questioned as academic dishonesty (which includes falsifying school and class related records).

There are no reasons or conditions which would result in a student needing to remove their time card, or sign in/out sheet from their site in order to have in their own possession. The supervisor at each site will be the primary person to orient you to the site, and to oversee your involvement there. I may also randomly stop by on various days and times to check on things and so may our service learning coordinator, Anna Shepherd. She might contact you regarding missing time or time that you still need to serve at the site. If she contacts you I'll likely also have the email as well and so likely will the supervisor. It is the business of all these parties if a student has fell short of expectation in service learning or is in jeopardy of doing so.

At some point during the semester she may check each site to see that the fulfillment of the 2.5 hour a week minimum is met at the site you are assigned to and may report back to me and the supervisor of the site. Please keep in mind that the site supervisor at some sites may also play a vital and helpful part in counting and monitoring the hours served. Any of us may need to meet with you regarding service problems if need be in order for you to be allowed to continue service at your site. In such cases, the sooner you meet with us, the better.

A student must facilitate/gain his/her site placement with the service learning coordinator no later than by the end of week 2 of the course or they risk not starting service learning in time enough to finish by the deadline. Another point, without a willing, approved site placement, no service learning can be performed. Without service learning there will be zero credit given for this course (state mandate). Furthermore, a student's placement, must be declared as "cleared" or acceptable



by the site within the first week or two of expected starting time of service so the placement is maintained. If a placement is first approved but then a student's TB documentation is not shown to the site earlier on, then the site is either dropped or put on hold temporarily as it won't work unless and until the student produces the documentation.

**C. Makeup of Service Learning Time:** The after school site supervisor is to be contacted regarding rescheduling or absences at your site. If one misses any service learning sessions it will be important to promptly inform the site supervisor at the after-school program about your absence and plan a later date to serve. If a little time needs to be made up that is fine but please do not plan any unnecessary conflicting appointments or events at all. If you have to miss, miss due to necessity only (such as a funeral, an illness, court date attendance, unexpected accident, medical appointment, etc.) and be prepared to supply a university approved excuse for any of these reasons. I as your instructor along with Anna shepherd or the site supervisor may ask for this material and have the right to see it, have a copy of it, and to confirm the excuse with those who issued it. Please do not assume you can go on any day just to do a makeup service learning session. Instead, check with the coordinator when you can go if you have an unexpected (unplanned) makeup session which needs to be served. In such cases, contact the after-school program supervisor of the school you serve via email and CC (Carbon Copy on email) Anna Shepherd as well. Plan with the site supervisor a day for makeup. Again, plan with this person but Shepherd needs your email to that person that is CC (Carbon Copied) to her. Also, please avoid missing service learning sessions at all costs. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times nor to have extra days be served in advance just so that a person can get their service done early in the semester. With either of these approaches, another person's time slot is essentially stolen away as there are only so many placement slots and these slots cannot overlap or else too many volunteers and service learners will be at one site at one time with too few children to help. This causes both confusion and does not help or serve the school at all. The placement /service times are flexible only for purposes of AU student necessity, not AU student convenience.

What will be expected is for you to makeup a missed service session within the same week or following week from the day missed. In this way, it keeps you up to speed without getting behind. Doing it later than the suggested time will get you behind and you won't necessarily be able to make up the missed service in as short of a window of time as you wish or intend. For example, your site may only allow, due to their heavy load of volunteers, one day a week in which you could intervene (aside from your normally scheduled day) to serve a missed session. The key to performing service learning properly is to keep up with your service each week. The calendar of the school (or other site) you serve shows specific dates when the school and program are not in operation.

For some sites, this information may also be posted on the Block 2 Service Learning website. As long as you have site supervisor approval, (which must be signed on your time card and/or sign in/sign out sheet), you could serve "planned missed time" in advance if you know ahead of time that, for example, on two or three Mondays, your service learning site will not be in operation due to holidays or in-service days. By taking this proactive approach, it can keep you up date in service hours while, if done with communication to your site supervisor, helps the service site by better planning their volunteer schedules instead of people coming randomly with overflow.



Again however, do not get ahead though any more than is permitted by your site supervisor as it will be at the cost of others who serve your site on a different day/time (*causing an overflow of volunteers with an insufficient number of children to help*).

Also, a site supervisor, near the end of the semester, if not before then, may typically communicate to me or Anna about students who serve on extra days but on days which were not agreed upon with them. This possibly could substantiate a lower grade for the course based on problematic Student/Supervisor Communication (Criterion A) of Acceptable Quality of Service Learning. Your clear and timely communication with the site supervisor and with our coordinator Anna Shepherd is very important. Always know their names, contact information and when/where they can be contacted, called, etc. That's your job as the adult student to learn this information and keep it handy when need be.

- ❖ An orientation to service learning must be attended before service at the site can begin. Look on the service learning handout for the date, time, and location for the orientation for the site you serve. If need be, contact Anna shepherd for this information.
- ❖ All 25 service learning hours must be completed by **December 4**. *Triple check that you've completed all 25 hours--it is improper to round off or anything along those lines.*
- ❖ All policies and information in your Service Learning Packet and on the Service Learning Website provided by your service learning coordinator apply in this syllabus. Refer to these materials for other information not included in this syllabus.

## 16. Service Requires Respect & Collaboration:

This is a work site in the same way as your internship is a work site so you will have to collaborate in a highly professional manner with your site coordinator, and show the highest degree of respect for the coordinator, staff, faculty and children. If I get feedback reports or evaluations from a coordinator about your performance which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, communication deficits, or attitude issues then, anyone or more of the following consequences will result: (A) Possible grade drop by one letter, (B) A meeting with you, the coordinators, myself and the Assistant/Associate Deans. (C) Sometimes severe cases happen in service learning which lie on the failure or choices of a student in various ways including: a student not serving; or of their misconduct at the site; or of their falsifying sign-in or time cards, approvals, excused absence documents, and/or other related service learning documentation. In these cases, a person will be dropped from the site and then, as a result, be given a failing grade for this course regardless of what point in the semester this takes place.

## 17. Acceptable Quality of Service Learning:

Service learning time needs to be done for course credit but it should be done in way which displays highest A.U. College of Education quality and that serves the site, leaving them wanting our help for the next semester. Your site supervisor will judge you on the three criteria below and I or my coordinator will consult with this person as I make my final judgment on these criteria in



relation to their observations of you at the site you served. These are the real world types of judgment criteria as they matter a great deal in the real world of teaching so they can and will affect your final grade for the course.

**--Communication/Collaboration with your Site Supervisor, AU Service Coordinator and**

**Instructor:** This needs to be always timely and respectful whether via in person, email or phone. Communication with this person includes but is not limited to: asking for and retrieving feedback about how you can serve better the kids at the site that the site coordinator states are important mindful of; rescheduling a makeup service day; and clarifying with the site supervisor any and all onsite rules or expectations for service at their site. You may have to communicate to the site supervisor at a schedule which works for them perhaps via email or phone depending on their preference. This is so because onsite they may be very busy with running the functions of the after-school program which only they can perform. So, it is up to you to please be patient and persistent. What is also required is a good attitude on things if they (site supervisor) talks to you about improvements in your service that they deem necessary for you to make. If changes aren't made and made quickly, your grade for this course will be dropped by one letter grade. Dropping of the grade also applies to criteria B and C as well if these criteria are not in cases such as repeated problems (even if minor) and/or the student's display of problems which are considerable (i.e. serious).

**--Timeliness of performance of each week's 2.5 hour minimum of service learning** and make up of time upon missed session within same week or by the end of the following week. At the same time it is expected that aside from make-ups, as explained previously, that you will do one session per week but none extra. If a person finished their 25 hours really early then it means they took extra days each week from others and this will warrant a loss of points just as a person who procrastinates and tries to push into doing many makeup sessions within a short period of time. The time by which to gauge yourself in finishing reasonably is considering 2.5 hours minimum a week at the site. Abide by the earliest time for completion as well as the latest time for completion which are both identified in the service learning packet. These visits may start as early as the orientation (*if your site supervisor credits the time for this*) but it must start no later than on week two of this course so as to give you a good start with service.

**--Helpful tutoring / teaching / interaction / monitoring of children and respectful treatment of them.** Your time at the site should be spent helping children learn, and interacting with them in learning activities/classes for the program. Help them learn, be patient, and be sure to seek help from the site supervisor or other appointed program staff when if/when you see or suspect that there is a problem with a child's behavior or well-being. Don't try to deal with something on your own which you feel is definitely beyond what you think you know how to deal with.

**18. Required Current Negative Tuberculosis Documentation in Order to be at a School (for service learning)**

You must have up to date negative TB test results or assure the instructor that you will get this done in a timely manner before the semester begins. The following material gives you details on



this. This instructor does not collect this documentation - the school you serve at will need a copy from you before you are allowed to start service learning at the assigned site.

Our class (all sections of it during all semesters) are mandated to have students perform 25 clock hours (2.5 hours per week) of service learning at a nearby school location (afterschool program). A week or so before class starts or during week one of all campus classes, you will likely hear on email from our service learning coordinator, Anna Shepherd, who will be asking you for your preferred day to serve each week. Make sure to promptly email her your preferred day to serve so she knows in order to plan your placement.

**TB TESTING:** School systems and agencies require that all adults who work with their students/clients have proof that they do not carry the disease, Tuberculosis. This means that all AU faculty and students who plan to complete field experiences by observing, teaching and/or tutoring should have a Tuberculosis skin test performed and have proof of negative results before reporting to schools/agencies for the first time. The test needs to be conducted no longer ago than within one year from the last day you will likely serve at the after-school program this fall which will be approximately late November. If you did the test longer ago than this time, the school will require you to get retested in order to go back to the school. This will need to be done with no time to waste since Auburn University is required to follow any and all public school district policies as they relate to our students visiting their school sites. Be sure to have before the semester begins, documentation showing you have negative test results to TB (Tuberculosis). If you get this documentation late, you risk starting service learning later than normal and then not completing it by the semester's completion deadline so please be sure to get it before the semester begins or during week one of classes (not any later than this time). Real important!

The AU Medical Clinic (844-4422) may have a copy of your TB skin test as part of your health records and provide it but keep in mind that it (the results) **MUST BE** current as defined above in order to be accepted by the schools. The Lee County Health Department (745-5765) offers testing on certain days and times that you should inquire about. They are located at 1801 Corporate Drive next to the Justice Center. (Take 1st right at green sign to Health Department at end of road.) Return 48 hours later to have test results read and obtain your certificate which you will need to keep in order to show schools for service learning, labs, internship, etc. At this location, at one time, there was no charge for this service. Perhaps there still is no charge—call and ask them in advance of going there.

The secretaries at most schools are assigned the task of documenting that individuals who come into the school to work with students have current, negative TB screenings. The following are suggestions that may simplify the process:

- Participating students should secure a copy of his/her TB screening done within one year from the last day he/she will serve at the after-school program.
- When the student arrives at the school/agency, he/she will report to the office and sign in with the secretary.
- The secretary will examine the TB card and document her records that each card has been presented and is current.



---The student will retain the card for future lab placements: the school/agency will not keep the copy.

---The student will not be allowed to stay at the school unless the card is presented to the secretary.

If you have any questions, please call Professional Education Services, (844-4448).

Professional Education Services

3463 Haley Center

Auburn, AL 36849

Phone 334-844-4448

Fax 334-844-5785

[www.education.auburn.edu](http://www.education.auburn.edu)

## 19. Other Class Policy Statements

**A. Understanding the syllabus and Blackboard course material:** Please carefully read the syllabus and Blackboard course material so you know the policies, duties, assignments, due dates, etc.. Knowing them and fulfilling them will lead you on your path to success in this class and to becoming a successful teacher.

**B. Retrieval of Missed Class Material & Assignments:** Students are responsible for initiating arrangements for becoming informed about missed work that was assigned on the class day of their absence (Tiger Cub). Being a self-directed, self-disciplined learner is a must for all those preparing to be teachers. Using the four retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings or to prepare assignments due in forthcoming sessions.

**-Study Buddies:** It is preferable to get any missed info, lecture notes or handouts as soon as possible so one way is to check with *study buddies* regarding class material covered that session. Choose 2 or 3 such people in class either whom you know or whom you grow comfortable with once you become acquainted when we form cooperative learning teams. Information you should seek includes: main concepts covered, what the day's activity was, and any announced due assignment, project, or test dates.

**-BlackBoard:** Material posted on Blackboard will be the key information on course content, sequence, deadlines, etc. You will be provided many handouts on Day one of class but some materials you still may decide to print out if you wish which may only be on Blackboard.

**-Office Hours Visits and/or Appointments:** During my office hours, you are welcome to ask me about coursework on site or via phone. I'll gladly help you if you need help. Don't wait until it is late in the game to ask. Also, please email me for an alternate time we can meet or speak on the phone. Often, we can meet right after class releases in the same room that we meet for class.

**C. Academic Honesty / Misconduct Code:** The University Academic Honesty Code and all Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the current Tiger Cub publication for specifics regarding academic misconduct as well as student's rights and



responsibilities associated with the code. Unless I state otherwise, tests and all assignments will assess your personal (individual) knowledge of course material. In these cases, having someone help you is considered cheating by any and all universities.

Our university now utilizes the services of plagiarism detection software for professors to screen student work. I may, on any assignment, test or paper require your work to be submitted in hard copy and in electronic format. I will not award a grade or points toward a grade for the work unless and until it is submitted in the manner and format required. Keep in mind that not all work will need to be submitted in this way. I will inform you of submitting your work in electronic format when the time comes to submit certain assignments or tests.

Any service learning sessions recorded or reported by a student or his/her peer on fraudulent days and/or times will result in academic misconduct discipline and failure for this course. Record exact times when you begin and end your service learning on each day served. During class time and in our classroom all cell phones, mobile phones, pagers, PDAs, iPods, dictaphones and any other electronic recording or communication devices must be stowed away in your backpacks or purses. They are to be set to off or silent mode and are not to be accessed during class time, especially not during tests. During breaks, if you wish to use phones in the hallway, I don't mind but please do not use them in our classroom. Please do not use them at your service learning site at all. Please do not eat or drink in the LRC. Thanks in advance for your cooperation on these things.

**D. Course Enrollment:** In order to be accepted for enrollment by the instructor into this course, a student must be accepted into the teacher education program. This fall class has the two dates listed in the syllabus as required. Students must properly enroll in this course with no schedule conflicts or overlaps with other courses taken during the same semester. It is the obligation of the student to ensure this and, upon a conflict, to notify this instructor so proper advisement and proper resolution be made. In-class work (i.e. discussions, class participation activities, etc.) missed due to a schedule conflict cannot be made up, substituted, or replaced with any outside assignments, tasks or work done outside of class time. This policy applies to all students regardless of their circumstances or their college or program affiliation. In nearly all cases of a schedule conflict, a student will need to drop another course if they wish to continue enrollment in this section. In a few cases, a student's advisor or professor of the conflicting class may email me assuring me that they are aware of the conflict and are allowing the student to attend my class time in full and no requests will be made to leave any sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to coexist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student's grade if I observe a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early.

Please also note that this course will be a lot of work as it is a three hour course. Ponder the number of credits you choose to take this semester in consideration with how well you anticipate you will be able to learn and perform in these courses. In other words, know your limitations. I say this to be helpful to you in a proactive manner.



**E. Required Auburn Email Account and Synchronization:** Keep your email account active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers. Some computer programs I assign you to use will have to be used at school, specifically in the LRC. In other words, your home computer may not have capabilities for streaming video from sites such as [www.glef.org](http://www.glef.org), or for programs like Inspiration, WIMBA audio files or United Streaming. In these cases, it is not necessary at all to buy any software but instead to budget your time to visit the LRC to use their computers to watch the films, or use software needed for a class assignment. Please take note of their hours of operation for the LRC which are posted right outside their entry doors. If you have any more specific questions regarding certain days or hours of operation or other LRC related questions just ask someone at their LRC help desk. As far as communication goes for this course, this will be an expectation to check your regular Tiger email.

**F. Alternate (just in case) class locations and times:** On all class meetings or appointments, we will use the student union near the help desk on the second floor (near Aubie costume), as an alternate location in case we cannot use Haley Center. Many tables and sitting areas are there along with a few standing computers. This area should suffice as a contingency location when/if Haley is inaccessible temporarily and unexpectedly. Again, this is only to be used if we can't meet in Haley for some unexpected reason.

**G. Scaffolding Policy:** After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task will be left unsaid so that a student can learn to apply criteria so they can effectively search, locate and correct and improve their work. Again, without this understanding between a student and instructor, the opposite will happen-total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things or most things that I see as wrong with an assignment can be reasonably expressed to a student in a formative assessment manner. A few things can be communicated but not all things.

Remember, a student won't begin to be self-regulatory until and unless considerable expectation for autonomy is reinforced by an instructor and placed back onto a student. So when someone says in an email or in class, *"Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade."* Again, if I've already helped a reasonable amount, and/or if the assignment was to perform the assignment without help, then this is not an appropriate request.

Teacher help should be given often but shouldn't be entwined with a student's grade in such a way that blame for a lower than expected grade is presumed to be the fault of a teacher for not



giving an unending amount of help on an assignment before it is submitted for grading. Again, help is fine but needs to have some limits. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. As an adult, even a young adult, this expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (grading) will often be of what you do on your own, with what you've learned, practices, skills, thinking, etc. A student can't grow if all of their improvement rests solely on the extent of their teacher to help them with things they need to internalize to then apply in a self-help, self-regulatory manner. This includes but is not limited to such things as writing papers, analysis, thinking, etc. So, from time to time, it may be necessary to remind someone that they may be asking for an undue (excessive) amount of feedback or help. I'll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment and I've played my helper role for this particular assignment to the fullest. I may at times require a meeting so I can provide some help via phone or meeting during office hours or appointment. Not all feedback can be necessarily fit into an email due to the excessive time it may take as well as the limits in understanding as a possible outcome from feedback in writing only versus an augment of verbal dialogue as added feedback.

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training on any one assignment and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor. You too one day will need to establish this overall expectation (to some extent) with your own students (even with most children) in order to help them see a need to do things on their own and to do them well. As an illustration, you will have to *"teach them how to fish so they can gather their own meals"*. An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

**H. Ethics of grading and receiving a grade (sound and fair grades):** A student may ask a question on assignments (within reason) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved course grade for such reasons as for example, *"I need an A"*, or *"I have a scholarship that makes me need an A for the course"*. Not for any reason does any student "need" an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements, (whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor's supposed sympathy, sense of forgiveness, etc..

In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. You soon will be held to just as high (maybe even higher) standards for grade distribution per each class you teach and



particularly when your students' grades are compared inevitably by district and state administrators with each student's performance on standardized tests in relation to *No Child Left Behind* requirements each school must meet. So, to sum it up, you too will very soon be in the same seat as a judge of student performance. Teacher judgments on student progress must be sound and fair to properly serve children, parents, schools, and society. Please also refer to the Alabama Educator Code of Ethics. (5)(c)5.(i) to further your understanding of ethics in teaching which you will need to know. These are fairly uniform across all 50 states. No matter where you teach, these will be important to know and respect.

**I. Add/Drop, Incompletes and Withdrawals:** Grades associated with incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy (*see A.U. Bulletin latest edition*). If you wish to drop this course, you may do so no later than by the date indicated by the Registration Office. Students who drop at this time will receive a "W". After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education. Please be advised that an Incomplete mark for this course will be reported first, temporarily (in a student's GPA), as an F which will negatively affect a GPA. This is a protocol of the registrar's office. It is not my protocol nor is it within my authority to prevent or change this protocol.

According to AU Policies, Incompletes (I) are given only for certain conditions and situations (see Tiger Cub). If service learning hours by the end of a semester's deadline are below 25 hours then this will constitute an "F" Failure for the course. According to the AL. State Dept. of Education, a sufficient amount of service must be done during the time in which a student is taking this course to the number of 25 clock hours. They actually make zero allowances for anything less than 25 hours.

**J. Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- \*Engage in responsible and ethical professional practices
- \*Contribute to collaborative learning communities
- \*Demonstrate a commitment to diversity
- \*Model and nurture intellectual vitality

Please also practice the below COE Dynamics of Our Conceptual Framework Building Competent, Committed, & Reflective Professionals:

**UNDERGRADUATE GOALS:** \*Display appropriate dispositions. \*Create and maintain a safe, inclusive, tolerant and stimulating learning environment. \*Understand multicultural, global, and community perspectives. \*Focus on learning of all students and methods to assess performance. \*Integrate appropriate technology and other resources into the instructional program. \*Collaborate with parents, community leaders, practitioners, and other professionals. \*Understand how students develop and learn. \*Build upon empirical and experimental knowledge within dynamic and diverse programs. \*Teach effectively as evidenced by knowledge of content and appropriate pedagogy.



**Alabama Quality Teaching Standards and Candidate Proficiencies:** The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in the Syllabus Supporting Materials file. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism. For each of the targeted proficiencies, students will be assigned, where necessary, with a level 1 when they perform poorly and notification of this rating will be provided to the student, the FOUN program coordinator and the EFLT chair.

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies and/or other areas in strong need of improvement, some which may not be on the list of proficiencies but still important. Ratings do not positively or negatively affect the course grade. They may coincide with a poor course grade but do not affect the course grade. The instructor submits a student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor forwards a copy of the evaluation signed by the instructor to the student's department head and program coordinator to alert them to specific concerns that may require attention. Faculty will refer students to a course-appropriate subset of the college's 15 candidate proficiencies (CPs).

See Syllabus Supporting Material for this list of Candidate Proficiencies along with the Teaching Standards used to update this syllabus.

\*\* Any changes in syllabus will be announced either in class and/or on email. Students are responsible for being aware of changes and checking their Tiger mail.

\*\*For remaining parts of syllabus, see Syllabus Supporting Material and Assignments Instructions which are provided in hard copy to students on our first class session.

*Thank you for taking the time to become informed about this course. I hope you benefit from and enjoy our semester!!*