

EPSY 7426

(Distance Education section)

Theories of Learning & Implications

FALL 2011

Department of Educational
Foundations, Leadership & Technology

College of Education

Professor Paris Strom

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- Tigermail and Blackboard emails and Phone voice mail will be checked M-F starting at 10am and latest by 5pm.

Office Hours: Tuesdays and Wednesdays from 10:00 to 11:30 a.m. and by appointment to be planned on email at least two days in advance.

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



1. Course Number: EPSY 7426 —Distance Ed Format (Asynchronous)

Course Title: Theories of Learning and Implications

Credit Hours: 3 semester hours (3 lecture)

2. Term: Fall 2011

Day/Time: Note that this course is being offered in distance education format which means all the lecture and assignment materials are to be accessed on Blackboard. We will also talk once or twice on the phone as well. Meeting one will be during week one of classes (*or before*) via phone appointment that you plan on Doodle Scheduler I've posted on email. Agenda: [*Course introduction, Blackboard clinic*]. Any meetings, if missed, will need to be rescheduled and attended the following week.

Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Blackboard. You will attend lectures and use course materials online from week to week but you will watch the material and take online assessments at a time that works within your weekly schedule and submit any and all assignments by the weekly deadlines (*stated in this syllabus*). The lectures and all other course materials are accessible 24/7 except for when Blackboard is down on scheduled times typically only on Sunday mornings (*see Blackboard for down times*).

If there are problems then we'll need to schedule and hold an appointment (*phone or on campus*) to help solve the problem but this appointment will not count toward fulfillment of the formal class meeting.

3. Office Hours & Contact Information:

Professor Strom, Ph.D., Educational Psychology – Lifespan Development

Office: 4082 (4th floor) -Haley Center-Department of EFLT

Phone 334-844-3077: Message machine is at same number. Please leave a message if you call. EMAIL RESPONSE times: Earliest email check time each morning (M-F) is around 10:00 a.m. and latest check time for those days is by 5:00 pm. Any email check time before usual check time or after the usual end-of day check time is only where I need to do so out of planning for other work obligations while also trying to respond to your questions to be helpful. So, please rely on the *usual* times listed only so if you send email or post assignments after the 5:00 pm time M-F, (*and any time on the weekends*), then please know that you most likely will hear from me not then but instead by the next business day morning on email (*on business days*).

Tigermail and Blackboard email: stromps@auburn.edu

My weekly office hours will be on Tuesdays and Wednesdays from 10:00 a.m. to 11:30 a.m. and by appointment to be planned on email at least 2 days before requested meeting. I'll send you

email confirmation that the time proposed works. Office hours, appointments, and email/phone correspondence are put on hold while I'm away during 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'll post on my door if I'm away for a day or longer along with when I return. My office hours begin on the first week of our class and end on the last day of our last assignment due date (Dec 6). After this it will be by appointment only.

If I have to change my office hours for a particular day due to a required AU meeting or some other obligation or event, then I'll post on my door if I'm away that day so that you know and then also post on email and BB announcements when I will serve make-up office hours time.

If you call the campus office phone and I'm not there please leave a message and contact phone and 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. If you are there at my door, please wait a few moments as I may need to briefly use other facilities. Also, if you are onsite, please knock on my door loudly as I often leave the door shut in order to alleviate unnecessary hallway distractions/interruptions when I'm in my office working.

Office hours will be held at stated times on-campus and students are encouraged to utilize this time (or appointment times made) to meet in person or on the phone regarding their questions. Unless an appointment is necessary, all other questions or dialogue will be addressed via email (on Tigermail) and on Blackboard email so please check both daily (M-F).

Date Syllabus Prepared: This syllabus was updated June 25, 2011 and is being distributed for Fall 2011 for Dr. Strom's section of EPSY 7426, is posted on BlackBoard in the MODULE ONE folder, and is posted in electronic PDF copy in the EFLT Department main office.

4. Text and Class Materials: A packet of readings was sent to you. Also, several readings will also be available on Blackboard via posted PDF file and Link to websites.

Required: Daily access to effectively functioning computer with functioning high speed internet connection either at home, work or on campus. This is a distance education course so this is vital-no exceptions.

Recommended: One pair of earphones (such as *earbuds*) would be helpful-even just the inexpensive type will do. This is just in case you need to hear a lecture or film and are in a sitting where you can't play it aloud around others (like at a campus computer for example) or at home in the late evenings. If you are in the LRC and don't have earphones by the way, the LRC has a very large number of them that you as a student can check out for use in the LRC. Be mindful of LRC hours of operation they post.

5. Course Description: This course focuses on the advanced study of learning theory and research with an emphasis to effective design, implementation, and evaluation of instruction and other interventions. Each of the theories listed in the course content will be examined in terms of their useful application for the time in which they were created in contrast to their strengths and limitations in today's settings, across varied educational environments, with

different types of learners, etc.. Of high priority will be both the understanding of the main elements of several important theories as well as how the elements and methods have application to varied learning settings.

Course Objectives:

Upon completion of the course, students will be able to:

1. define learning.
2. identify the essential features of some major theories of learning (classic and contemporary ones).
3. apply aspects of various theories of learning in the classroom and other environments.
4. compare and contrast various learning theories and their applications /usefulness in the classroom and other environments.
5. develop a personal learning theory.
6. show understanding of current research/reform efforts based on theories.

6. Distance Education Format Course Section: Course material (*all of it*) is to be accessed via Blackboard files, some have assignment instructions, while other files have video lectures, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure they have proper, reliable access to a computer and Internet (at home, work or school) to access this internet based material. This will mean for example, downloading RealPlayer (free) to be able to view the lectures and downloading Adobe Acrobat Reader (free) to open and view text files and assignments posted on Blackboard. No other substitute, replacement or arrangement for Blackboard is possible in terms of accessing lectures or other course material (not DVDS, VHS tapes, CDs, printed course packets, etc.). If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Blackboard site and for them to download any and all software needed to open documents (*Adobe Reader*) and to view videos (*Realplayer, Quicktime and Windows Media Player*). Taking the appropriate steps to access the material online will be required. Some video files are in RealPlayer which cannot be changed to any other type of file so make sure you can play Realplayer files on your computer. I sent the link to the free download for Realplayer in an email with the "TASKS" that you all responded to. Other files for this course, with films or speeches or animations, will be in other file types so please download whatever video player software is needed (*perhaps Quicktime or Windows Media Player depending if you use a Mac or PC computer*). Much of the time, Realplayer will be used.

Please watch all the lectures and films as directed in each module's PLAN but you may do so according to times of day or on days that meet your schedule best as long as you complete each module and its connections assignment before or by the posted due date for the connections assignment. These dates are shown in this syllabus. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing.

The time factor is in your hands as long as components and assignments of the course are completed by the specified dates/times (*indicated in this syllabus and on Blackboard for each module*). I think you will enjoy the freedom of this distance education format but be aware that with the freedom comes responsibility and expectation of going through the material in its entirety and in a timely manner. Again, please be 100% sure to read and watch all module materials and to do so in a timely manner in order to maximize your potential for success in the course. This will be a core expectation.

7.Course Content Outline and Assignments: The schedule on the next page displays the exact time allocated on the identified course content. Exact layout of content is seen in each learning module's PLAN that you will follow to do the work for each learning module which includes reading assignment(s), video(s) to watch, website(s) to visit, and written assignment(s). The PLAN is always the first (*top*) file in each learning module in Blackboard. Please follow each module's PLAN exactly.

****The Course Content Outline** *contains Module Schedule with all assignments, point worth and due dates*) and is presented on the next page in order so that the material is all neatly on one page for easier reference.

Course Content Outline (Module Schedule with all assignments, point worth and due dates):

Exact dates are shown for module start & end dates and due dates for all assignments+ pt worth.

MODULE ONE: Orientation / Assignment and Understanding Theories/ Paradigms--Wed. Aug 17th—**Mon. Aug 22nd (8 pm)**

Assignment: Phone meeting during week one – 30 pts

MODULE TWO: Behavioral Learning Theories -----Wed. Aug 24th—Tues. Aug 30th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE THREE: Social Cognitive Learning Theory -----Wed. Aug 31st—Wed. Sept 7th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE FOUR: Individual Constructivism -----Thurs. Sept 8th—Tues. Sept 13th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE FIVE: Classic Social Constructivism -----Wed. Sept 14th—Tues. Sept 20th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE SIX: Situated Learning-----Wed. Sept 21st —Tues. Sept 27th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE SEVEN: Cognitive Information Processing Theory-----Wed. Sept 28th—Tues. Oct 4th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE EIGHT: Conditions of Learning-----Wed. Oct 5th—Tues. Oct 11th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE NINE: Mastery Learning-----Wed. Oct 12th—Tues. Oct 18th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE TEN: Creative Thinking-----Wed. Oct 19th—Tues. Oct 25th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE ELEVEN: Neuroscience Theories -----Wed. Oct 26th—Tues. Nov 1st (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE TWELVE: Technology for Learning-----Wed. Nov 2nd —Tues. Nov 8th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE THIRTEEN : Organic Learning Revolution Model-----Wed. Nov 9th —Wed. Nov 16th (11:50pm)

Connections Assignment (100 pts) plus Module Eval

MODULE FOURTEEN: Finishing Up Tasks-----Mon. Nov 28th—**Tues. Dec 6th (8pm)**

Assignment: 2 (possibly 2) Course Evaluations with one on Blackboard and the other via mail (possibly)—40 pts (20 pts each)

8. Module Connections Assignment (Weekly Written Assignment):

The objective of this task is to create and explain your understanding of chosen main parts of each theory, applications and criticisms. These connections show understanding of course content and how you conceptualize its usefulness and meaning (*applications and criticisms*). With the exception of Module One and Module Fourteen, all other modules for this course will be using this same assignment and format. By using this same assignment repeatedly, it provides consistency in what to expect and practice in responding at higher levels of Bloom's Taxonomy. The expectation is for mastery and deep reflection. Please follow all instructions closely. These instructions are listed in Module One as well as the second to bottom file repeatedly on Modules Two through Thirteen. It is posted this way for your quick access.

Submission of Connections Assignment: Nearly all learning modules have 5 full business days plus the weekends in which to complete the work for each module. The due date and time (*deadline*) for the weekly Connections Assignment is indicated in underlined date/time on page 5 in this syllabus. These are due on the ending date of each module by 11:50 p.m., Auburn, AL time. These due dates are also shown in the tag link to each module (on BB Table of Contents Page) and in red sub-head near the top of each module page. This schedule provides you as much time as possible within the last work day (*for each module*) if you need that time in order to submit it—even if it is later in the evening. Module One and Module Fourteen both have assignments due as well but those assignments are not connections assignments. Instead, they are unique to their respective modules. Assignments for Module One and Fourteen are described in their modules. The due dates for Module One and Fourteen assignments are also shown on page 5 in this syllabus with the date inside the border box.

This assignment must be submitted in a Word file attachment. I'd strongly prefer it be posted to the ASSIGNMENTS INBOX (*located under the Course Tools tab*). Each module assignment has its own INBOX labeled for that module. Refer to the HOW-TO INSTRUCTIONS FOLDER if you need help to do this and you may also call me if need be if you still have questions. If you need to, you may email your response in an attachment on Blackboard email. Sending attachments on Tigermail is accepted but only in situations where the two other prior approaches are problematic since emailed attachments on Tigermail email consumes too much email space. When you send your assignment, please label/name your file first with your last name, followed by the module number spelled out and in caps. *Example: stromONE*

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes so I can cross check where need be similarities between one student's work in the class and that of another student. So, hard copies of assignments will not be accepted. *Read-only* files will not be accepted. I will not accept files that I cannot open with Word software. If I can't open a file with your work on it, the assignment is not considered submitted.

If the assignment is sent past a deadline then it is late as I cannot reasonably be at a computer for a full day up until a late night clock deadline just to check for every student's work that they sent material to me correctly is in openable condition. It is a student's obligation to self-check that what was submitted was done so correctly, (*that it contains an attachment which can be opened, and that the attachment is in a software I can open and mark if need be*). I'll check a few times for student work on the day when work is due but if work is not received

or sent correctly to me by the late night deadline then it is late. All deadlines are based on time zone in Auburn, AL.. Send in assignments with time to spare please.

If I did not receive your response by the deadline, then the following day as soon as I can I will post on your Blackboard gradebook and Blackboard email a status of **LATE- NOT YET RECEIVED** which indicates the assignment has not been received and is late (*no extension was requested by you before the deadline passed*). You will know if I received it when I send you an email on Blackboard confirming that I received it. Once work is received, (assuming it is *fit for grading*), I'll need a day or two to grade it in full.

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). Do not yank out thumb drives from a computer. Follow the proper steps for removal.

Extensions for Connections Assignment: I will allow extensions (*occasionally*) upon a request emailed in advance (before a due date and due time passes) as long as the understanding is that the start and end time of any and all modules/assignments do not change. A student will need to catch up in order to stay on schedule but the class cannot change start or end dates for any modules or assignments. The request must also have the number of days for the extension with a specific date by which I can expect the work. By doing this, you won't get further and further behind. Instead it helps us both hold you responsible to submit the work by the extension date that you state in your email extension request. I ask that any extension requested, if possible, would be only for a few days extra and no more than a full week. Otherwise you may get yourself really behind.

Resubmissions of Connections Assignment: I do allow for a resubmission of work for possibly a better grade as long as the late points are understood to still have an effect (5 point deduction from total possible). If a student requests on email to improve and resubmit a better version of an assignment then this will then be posted on gradebook as a **REQUESTED RESUBMISSION** for that assignment. Another status may be necessary. In your Blackboard gradebook for the module of concern, a status of **UNFIT RESUBMIT** will be posted if I deem the work (*once receiving it*) *unfit for grading (roughly estimated at a low C or below)*. In such cases, a resubmit may lead to a better grade, if it is improved accordingly, and this is recommended instead of staying with the initial low grade (*without resubmitting*). Once resubmitted, then points will be determined and posted. Again, late points apply. Work resubmitted under either status will often help a grade if the newer work is truly of better quality, even with/if late points are deducted. Resubmissions of either status help enable you to do quality work and allow you opportunity to perform at a higher level in the class toward the highest course grade possible instead of being disallowed second chances. Please check Tigermail and Blackboard email once per day Monday through Friday to facilitate this process.

I ask that resubmissions (*of either type*) be done, if at all possible, *within 2 weeks* after the deadline for the module of concern in order so that you will not fall behind. The latest that any submission or resubmission (of any type) can be accepted will be Dec 6th - 8pm. *Nothing* can be submitted (*or resubmitted for any reason*) any later than Dec 6th (8pm).

9. Quick Module Evaluations in Blackboard: For each module, Two-Thirteen, you will do a Connections Assignment. Please also, in each of Modules One through Thirteen, do a 2 item evaluation (only 2 questions) at the end of each module. It is the bottom link. It allows you to rate the usefulness of the video(s) and reading(s) for each module (*Module One –Module Thirteen*). The evaluation is anonymous but I can tell once you have done it as it appears in the Blackboard gradebook as “Completed” in an *alphanumeric column*. Once you have completed each module then please respond to this evaluation while the material is still fresh. This helps me learn how you benefitted from the readings and videos. Thank you in advance for sharing your insights in this way.

10. Course Requirements / Procedures for Grading:

Grades earned may 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 even if late (*regardless of excused or unexcused absence status*). Based upon meeting the above conditions, the following subsections constitute the grading framework for this course.

Definition of (A) level course grade: A final course 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. This means that a student must submit ALL assignments in their entirety, on time, and with good to great level of quality.

Course Grading Scale by %

90%– 100%= **A**
 80% – 89.99% = **B**
 70% – 79.99% = **C**
 60% – 69.99% = **D**
 -59.99% = **F**

The final grade for the course will be based on the following total possible points:

1 Phone meeting during week 1 and later if requested (30 pts) 2%

12 Module Connections Assignments - 100 pts each (1200 pts) 95%

2 course evaluations 20 points each (40pts) 3%

Total possible points for course grade (tentative) (1270 pts) = 100%

Summary of Course Requirements:

- A. Phone meeting during week 1 and later if requested.
- B. Read & watch weekly module readings, lectures and videos (*materials in each module PLAN*).
- C. Complete all 12 weekly module connections assignments.
- D. Complete all weekly module evaluations plus end-of-semester course evaluations (*likely 2*).

Blackboard Grade Postings: If a mark in your gradebook is of concern but not understood then email me. I'll gladly communicate back with you. If you aren't sure about how well you are doing overall even after examining your gradebook, then please ask me so we can meet to go over how to interpret the gradebook 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. Your gradebook in Blackboard will have posted the numeric score in points for each assignment. BlackBoard will also post a record or comment about which assignment, if any, is late, how late, and how many points were deducted, as well as any simplified notes regarding the points deducted. I'll update grades on Blackboard once every week according to when this best meets my differing schedule week to week and where possible, close to after I receive your (*often within a day or two*). Times when I travel on university business will likely require up to an additional week or so for the score or comments to be posted. During the semester, scores and brief related comments for your work, when graded, will be posted on Blackboard for your password protected, private access until the end of the semester when the final letter grade for the course then goes on the AU grade post area for your final view. You can check your grades 24/7.

11. Schedule for Checking All Email and Blackboard for Assignments and Communication:

The latest official Tigermail/Blackboard check and Assignment check/grading for any work submitted on any due day will be no later than 5pm, Auburn, AL time. Work submitted on any due day later than 5 pm will be checked in / graded the following business day usually first thing in the morning usually as early as around 10 a.m. Earliest official email and Blackboard check time is 10am M-F and latest official check time is 5pm, M-F. Occasionally I may have to check/respond earlier or later than the official morning time to check/respond to email due to university meetings. The same is true with the official latest check time. In such cases, if I have not yet checked/responded by 5pm (*due to my being at a meeting on campus or elsewhere*), then I'll respond when I am able later that same evening if at all possible.

You may submit an assignment *ahead of time* as well. Keep in mind if any Tigermail or BB email or assignments are submitted on weekends, I'll check them/grade them on the next available business day (*usually Mondays*). Holidays are not assignment due days and are also not official check/response days for Tigermail, Blackboard email or check-in/grade of any work submitted or resubmitted.

12. Plan Study Time: You will have assigned readings and video lectures posted in each module of Blackboard in the top file called, PLAN for Module __. Carefully follow each module's PLAN file instructions by doing all work (*readings, videos, and other tasks in exact order*). 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 on Blackboard a safe window of work time. Looking ahead of time at these modules' *PLAN* files will help you determine what needs to be done in each module before you work on your connections assignment for that module. By planning ahead, this will allow you enough time to actually go through the module materials (*readings and videos/films*) and then complete the connections assignment for that module. Please *abide by the listed start date and completion date for each module*. The completion date for each module is always the same date when the connections assignment will be due for that module (*by that same evening by 11:50pm*). Keep in mind that regular maintenance hours for Blackboard are posted on Blackboard and are usually on Sunday mornings. During this time, the server may be shutdown. When on Blackboard please monitor all downtimes announced on Blackboard in the *Campus Announcements* tab.

13. Email Communication-Vital: As far as communication goes for this course, this will be an expectation to check your regular Tiger email but also your BlackBoard email for this course. I'll certainly respond to Tiger emails but we need to use BlackBoard email just as often because it is for classes like this one (*distance education format*). Blackboard email is 100% protected from all spam unlike regular Tiger email. It also enables me to send class-wide announcements to you (about content, deadlines or assignments regarding this class only) which link and send to all of you. Lastly, it enables for a more organized record keeping system in terms of keeping regular generic email (*Tigermail*) separate from material you as my students send me for this semester on BlackBoard email, containing your correspondence and assignments to this class. The only times when you will get email from me on Tigermail is of course at the beginning of the course as we get things started and in cases during the semester if and when/if I'm not hearing back from you on email when I should, or are late with an assignment(s), etc.. I may send occasional class wide announcements as well on Tigermail just to make sure you get important information (*to send in BB and on Tigermail*). In those cases, I really try the utmost to communicate on both email platforms to reach a person about announcements or problems so they can take the steps necessary to correct things in a timely manner.

14. 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.

B. Academic Honesty / Misconduct Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this university course. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. 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. Unless I state otherwise, all assignments will assess your personal (individual) knowledge of course material. ALL assignments are to be done individually only. If someone is giving considerable help to someone else on their assignments,

then that's considered cheating by our university. Auburn University utilizes the services of plagiarism detection software for professors to screen student work. I will not award a grade or points toward a grade for assignments unless and until each is submitted in the manner and format required.

C. Special Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours (*or appointment*) during the first week of classes (*or as soon as possible if accommodations are needed immediately*). The student must bring a copy of their Accommodations letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

D. Course Contingency: If normal class is disrupted due to mass, campus-wide illnesses, city or campus wide emergencies, or campus or a city wide crisis situation, the syllabus and other course plans and assignments may be modified (*within reason*) to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials. Again, this is put into effect *ONLY* for problems affecting the campus as a whole or city.

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. 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, it will be an expectation to check your Tiger email and BlackBoard email.

F. Scaffolding (help) 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 may happen-total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things 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 some 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 in that way, then this is not an appropriate request.

Teacher help should be given where appropriate but shouldn't be entwined with a student's grade in such a way that blame for a lower than expected assignment or course grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment(s) before it/they are submitted for grading. Again, some help is fine but this needs to have some limits in order for true learning to take place and be evidenced. 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. 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 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. Instead, they need to internalize what was learned and to then apply it in a self-help, self-regulatory manner. 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. 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 student 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.

I may at times ask for a phone call so I can provide some verbal help via phone or meeting during office hours or appointment. Not all feedback on course work can be necessarily fit into an email due to the far too excessive time it may take as well as the mental limits in understanding from written feedback only versus an augment of live, oral/verbal dialogue as added feedback or as replacement to written feedback. If I request a time to talk on the phone, this is stating that I feel as the instructor that it is appropriate in that situation to talk on feedback on phone to ensure you understand it. It works out best for the both of us that way.

G. Ethics of grading and earning 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 education field. A basic rule and need that educators 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. So, this university asks students to please refrain from making any such comments or

requests at all to instructors 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. Please also refer to the Alabama Educator Code of Ethics. (5)(c)5.(i) to further your understanding of ethics in teaching.

H. 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 official drop date indicated by the Registration Office. 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 may 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 (IN) are given only under certain conditions and terms (*see Tiger Cub*).

It is a student's obligation to inform this instructor of problems right away which may prevent the completion of this course instead of waiting unnecessarily until the end of a semester to give notice that course tasks could not be met due to some personal problem. If there are problems, please tell this instructor while there is still plenty of time to hopefully solve them. This pertains in particular to a potential IN status (*Incomplete*) mark for the course. It's the responsibility of the student to inform the instructor if illness, death in the family, or of some other extenuating circumstance which prevents the completion of course assignments in order for the documentation for an IN (*Incomplete*) to be granted. This notification must be stated to the instructor by the student in writing (*or by a student's designee in writing-spouse or adult aged family member*) well before grades are due for the course, before the end of the semester. Their email and immediate phone contact info must also be in writing if they are a designee so they can be contacted by Auburn University. Always look for confirmation of my receiving any such notification from you in order to be sure I did in fact receive such important information from you. Please do not assume that I received an email of such magnitude. You must hear back from me on email to be sure. This way, my confirmation to you completes the full communication loop. Please refer to the Tiger Cub regarding policy and procedure regarding IN status for a course grade (*incompletes*). The above material is simply intended to help you see the basic gist of things, not to serve as the defining procedure for Incompletes.

I. Any changes in syllabus policy, assignments, points, etc. will be announced on campus email and in Blackboard email and in the class announcements area on Blackboard. Students are responsible for being aware of changes by checking these areas of communication.

Thanks for reading this syllabus and becoming informed about the course so you can succeed!! I look forward to you being in this course, your assignments, and to talking with you.
-----End of Syllabus for EPSY 7426 – FALL 2011 – section 001-Dr. Strom-----