

FOUN 3100

Child Development,
Learning, Motivation
and
Assessment

Fall 2012

Department of EFLT

College of Education

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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Auburn University is an equal opportunity educational institution.

Auburn University

Course Syllabus

1. Course Number: FOUN 3100

Course Title: Child Development, Learning, Motivation, and Assessment

Credit Hours: 6 semester hours (LEC 5, LAB 1)

Prerequisites: Admission to Teacher Education; EDUC 3000; RSED 3000

Co-requisites: None

2. Term: Fall 2012

Day/Time: M/W 6:00-8:50

Instructor: Mrs. Eva Kane

E-mail- odomeva@auburn.edu

Office Hours: by Appointment

3. Texts:

Required:

Match and Mine Music By: Christi Brown and Marya Katz (2012)
Kagan Publishing

And

**Assessment, Development, Learning, & Motivation of
Children and Adolescents (2007). Custom Edition.**

Compiled from: McDevitt, T. M., & Ormrod, J. E. (2004). *Child Development: Educating and working with children and adolescents*.
Second Edition.

Stiggins, R. (2004). *Student-Involved assessment for learning*. Fourth
Edition.

Woolfolk, A. (2006). *Educational Psychology*. Tenth Edition.

Note: Supplementary readings, cases, hand-outs and projects will also be
assigned throughout the course. Please purchase a 2" binder.

4. Course Description: The physical, cognitive, psychosocial, and moral aspects of child development will be covered. The course will also emphasize the integration of development, learning, motivation, assessment and evaluation in the context of instruction.

5. Student Learning Outcomes: This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. The objectives for each group are listed below separately. 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 Attachment A. 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.

Course Objectives- Aligned with the New Alabama Quality Teaching Standards as of March 2007

Content Knowledge

Academic Discipline

- Knowledge of the ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). (1)(c)1.(ii)

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)

Organization and Management

- Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. (2)(c)2.(ii)

Learning Environment

- Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)
- Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)
- Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. (2)(c)4.(ii)
- Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)
- Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

Assessment

- Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)
- Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)
- Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)
- Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

Learning Styles

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

Collaboration

- Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.(5)(c)1.(i)

Continuous, Lifelong Professional Learning

- Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).(5)(c)2.(i)
- Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

Alabama Specific Improvement Initiatives

- Knowledge of Alabama's state assessment requirements and processes. (5)(c)3.(ii)

School Improvement

- Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (5)(c)4.(i)

Ethics

- Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (5)(c)5.(i)

Local, State and Federal Laws and Policies

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

Week(s) Content

Communication; Planning; Collaboration; Assessment

- | | |
|---|---|
| 1 | Introduction: An integrated approach to development, learning, motivation, and measurement and evaluation through instructional planning |
| 2 | Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms |
| 2 | Pre-instructional assessment: An overview of methods and sources of information used to make preinstructional judgments on the affective, physical and cognitive development of students |

Student Development

- 3-5 **The Multifaceted, complex, unique, and whole learner:** An overview of physical, cognitive, and socio-emotional and moral theories of development in relation to the school-aged child
- 6 **Individual differences:** A broadening of students' understanding of the complex learner through a focus on individual variation

Instructional Strategies; Classroom Management and the Learning Environment

- 7-11 **Learning-Behavioral conceptions:** An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition
- Learning-Cognitive Processing conceptions:** An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive tradition
- Learning –Constructivist conceptions:** An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction
- Motivating Students to Learn:** A discussion and application of the various theoretical perspectives regarding student motivation

Assessment

- 12 **Formal Assessment –Performance assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods.
- 13 **Formal Assessment-Traditional assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods
- 14 **Formal assessment-Standardized assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

6. Course Content Outline:

Tentative Class Schedule

Please note that this schedule was last updated on Monday August 06, 2012 and may need to be adjusted throughout the course. Any changes will be announced in class. Students are responsible for being aware of announced changes.

Introduction

Monday August 20

- Service Learning overview- Heidi Tucker FOUN 3100 Service Learning Coordinator
- Introduction to our learning community
- Course, syllabus overview
- Use of Canvas
- Index/ Study Cards- Must be returned at the end of the semester
- Student information/Goals sheets
- Hand out "All About Me"

Wednesday August 22

- Review course requirements
- Divide Chapters according to Individuals/ Groups
- Discuss written assignment: *All about Me: My Journey as a Learner and a Test-taker*

Validity, Inferences, Pre-instructional Assessment, Biological and Physical Development

Monday August 27

- *All about Me* assignment due
- Follow-up Discussion on *All about Me* assignment
- Read Chapter 1: *Making a Difference in the Lives of Infants, Children and Adolescents* for Class
- Discuss chapter 1

- Discuss validity, inferences and pre-instructional assessment
- Dyslexia YouTube Video “The Power of Dyslexia” (4:02)
- Discuss presentation information
- ClassDojo.com Discussion

Wednesday August 29

- Read Chapter 2: *Biological Beginnings* for Class
- Read Chapter 3: *Physical Development* for Class
- Class Presentation Group 1
- Discuss chapter 3
- Practical application of student development in the classroom

Cognitive Development and Intelligence

Wednesday September 5

- Read Chapter 4: *Cognitive Development: Piaget and Vygotsky* for Class
- Class presentation Group 2
- Piagetian Tasks
- Video: Piaget’s Developmental Theory: An Overview

Monday September 10

- Finish Video
- Read Chapter 5: *Intelligence*
- Class Presentation Group 3
- Individual Differences Questionnaires
- Discuss Bloom’s Taxonomy and practical application in the classroom

Emotional and Psychosocial Development

Wednesday September 12

- Read Chapter 6: *Emotional Development* for Class
- Class presentation Group 4
- Group Building Exercise (Dream Job)

Monday September 17

- Read Chapter 7: *Development of Self and Social Understanding* for Class
- Class presentation Group 5
- Discussion practical uses in the classroom

Social Development

Wednesday September 19

- Read Chapter 8: *Family, Culture and Community* for Class
- Class Presentation Group 6
- Discuss “Tiger Mom” articles
- Discuss practical application in the classroom
- Parent involvement
- Review for Exam I

Monday September 24

- Read Chapter 9: *Peers, Schools & Society* for Class
- Class Presentation Group 7
- Social groups exercise, discuss sociograms
- Dr. Suess’s *The Sneetches*
- Practical Application in the classroom
- Protocol for Bullying / Cyber bullying
- Teaching Tolerance – Boxes from the Southern poverty law center.

Exam I and The Behavioral Theories of Learning

*****Wednesday September 26***Exam I*****

- **Exam I- Chapters 1-8 (Including information presented in both the text and class notes): Introduction, Biological, Physical, Cognitive Development, Intelligence, Emotional, Psychosocial and Social Development; Development of Self and Social Understanding, Family, Culture and Community**

The Behavioral Theories of Learning

Monday October 1

- Read Chapter 10: *The Behavioral Views of Learning* for Class
- Class Presentation Group 8

Applications of the Behavioral Theories of Learning and Introduction to The Cognitive Theories of Learning

Wednesday October 3

- Discuss applications of the Behavioral Theories of Learning
- Class Presentation Group 9
- Chance, Kohn, Chance: Rewards vs. Learning “reverse” debate exercise

Monday October 8

- Read Chapter 11: *The Cognitive Views of Learning* for Class
- Class Presentation Group 10
- Blooms Taxonomy: One activity that would address each level
- Video
- Match mine: **Kits**
- Practical application in the Classroom

Applications of The Cognitive Theories of Learning and Social Cognitive and Learner-centered Constructivist Theories of Learning

Wednesday October 10

- Discuss the applications of the cognitive theories of learning including: Learning and Study Strategies Questionnaires, Metacognitive Journals, Reading Comprehension
- Video of My First Year documentary

Monday October 15

- Finish video
- Read Chapter 12: *Social Cognitive and Constructivist Views of Learning* for Class
- Class Presentation Group 11
- Questions page 311 class discussion

Theories of Motivation and Introduction to Assessment

Wednesday October 17

- Read Chapter 13: *Motivation in Learning & Teaching* for Class
- Susan Boyle You Tube Clip
- *Profiles of Motivational Problems* Group Project(ask Dr. Glennon)

Monday October 22

- Read Chapter 14: *Types of Achievement Targets* for Class
- Class Presentation Group 12
- Article: interview techniques and Achievement targets

Formal Assessment: Selecting Proper Assessment Methods and Selected Response Assessment

Wednesday October 24

- Read Chapter 15: *Selecting Proper Assessment Standards* for Class
- Debate: Is standardized testing a good judge of a student's ability?
- Practical Application of material in the classroom. (370)

Monday October 29

- Read Chapter 16: *Selected Response Assessment* for Class
- Class Presentation Group 13
- Practical use of testing: validity and reliability

Formal Assessment (cont.): Essay Assessments and Performance Assessments

Wednesday October 31

- Read Chapter 15 (from former text edition- to be handed out in class)
- *Essay Assessment* for Class Final
- Video

Monday November 5

- Read Chapter 17: *Performance Assessment* for Class
- Rubistar

Formal Assessment: Standardized Assessment and Exam II

Wednesday November 7

- *All students need to bring a copy of their questions from their presentation to class.*
- Read Chapter 18: *Standardized Test Development* for Class
- Analyze student questions from the semester.
- Review for Exam

*******Monday November 12****Exam II*******

Exam II-

- Chapters to Study and Review for Exam II- The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching, Types of Achievement Targets, Selecting Proper Assessment Methods, Selected Response Assessment, Essay Assessment, Performance Assessment, and Standardized Test Development (See notes).

Exam II More Specific Notes:

The Multiple choice questions will come from the following chapters:

- The Behavioral Views of Learning
- The Cognitive Views of Learning
- Social Cognitive and Constructivist Views of Learning
- Motivation in Learning & Teaching
- Types of Achievement Targets
- Selecting Proper Assessment Methods

- Selected Response Assessment
- Essay Assessment
- Performance Assessment
- Standardized Test Development

Wednesday November 14

***Service Learning Experiences Presentations Group A

Thanksgiving Break

Monday November 19 – Friday November 23--No class Auburn University's

Monday November 26

***Service Learning Experience Presentations Group B

Wednesday November 28

Service Learning Hours

Last Day of Class-Everything must be handed in by this date to receive a grade for the course

Reflections due by Tuesday, December 4th at 9:30pm.

7. Assignments and Projects

All about me: My journey as a learner and a test taker personal reflection..... 25 points
Chapter teaching presentation(*)...... 50 points
Exam I- Introduction, Biological, Physical, Cognitive, Intelligence, Emotional and Social Development100 points
Exam II- The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching, Defining Achievement Standards, Selecting Proper Assessment Methods, Selected Response Assessment, Essay Assessment, Performance Assessment, and Communicating with Standardized Test Scores 100 points

Service Learning e-mail updates.....18 points
Service Learning Experience Presentation and reflection.....75 points

Total Possible Points

368 points

(*)Chapter(s) teaching presentation: For this assignment, you will choose one class and facilitate a *discussion* (this part is *not* a lecture-based presentation) of *all* of the major concepts covered in the assigned readings/chapters for that evening. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a thorough, deep-level understanding of the readings through *active* participation and discussion. In other words, you must actively involve all of your classmates in your discussion.

After you thoroughly cover the material from the reading(s), you are required to conduct an applied class activity to help your classmates to further apply this information. For example, you may choose to do a game such as Family Feud, Jeopardy, Wheel of Fortune, etc. or you may wish to have the class engage in role-plays, debates, projects or any other type of learner-centered activity to help them to actively participate in learning the information. You have a lot of room to be creative for this part of your teaching presentation—please take advantage of that and try to be as creative as possible. Due to the final number of students enrolled in the course, you may do this teaching presentation in pairs.

Finally, you will need to prepare a detailed outline of the major concepts from your readings for each class member so that they may later use it as a study guide. Please be thorough and comprehensive in your outline. An example of this chapter teaching presentation will be provided by me using Chapter 1: Making a Difference in the Lives of Children and Adolescents.

You will also be required to write 5-10 multiple choice questions for your section. The questions should vary in difficulty and be provided to the class in a handout, PowerPoint slide, or other means.

Service Learning Experience Presentation: You will be required to complete a Service Learning Experience Presentation as part of the course. For this presentation, you will present a 10 minute presentation about your service learning experience. This will be conducted during the scheduled final exam time for this course. A rubric will be handed out in class indicating the required components of this presentation.

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 on Attachment B. 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 a holistic rating that reflects performance throughout the semester (1- poor; 2 – approaching competence/marginal; 3- competent, 4-exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each 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 and student to the student's department head and program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

Service Learning Updates:

Service Learning 6 Progress Updates -- Assignment Instructions

This is a very small assignment to be done 6 times throughout this semester (worth 3 points each time) as part of your total possible points for this course. Total possible will be 18 points. This assignment is for you, in following the steps below, to submit online this instructor at 6 points in your progress in service learning hours actually served. The purpose is for you to inform me about your progress systematically with your service learning. The submissions cannot and will not replace the service times you record on site in your hours log sheet (sign in and out log) at your site. Instead however, these emails again will simply help me as your instructor to be informed (by you) in the most timely way, with how you are doing in your hours served through the semester in the time increments described below. Email me only AFTER you have indeed completed each amount of time below but not before then. In other words, I can't give credit to someone if they say they "will do it this week". I need to instead hear from you once you have actually completed each time increment of service below. Please follow instructions below. I will confirm with you that I received your email each time so you know it was received.

FIRST Service Learning Progress Submit a quick statement that you have completed your first service learning date. Also email me with your location name as well as day and time you will be serving each week. Do not submit your statement to me before you have served the time. Tell me how long it was that you served on your first visit and provide the exact date of this first visit. Please do not count time spent at the site orientation (if you have one on-site).

SECOND Service Learning Progress submit after you have completed 5 hours (out of 25) of service at the site.

THIRD Service Learning Progress submit AFTER you have completed 10 hours (out of 25) of service at the site.

FOURTH Service Learning Progress submit AFTER you have completed 15 hours (out of 25) of service at the site.

FIFTH Service Learning Progress submit AFTER you have completed 20 hours (out of 25) of service at the site.

SIXTH Service Learning Progress submit your statement, in the same fashion as above, AFTER you have indeed completed ALL 25 hours of service at the site and have ensured that your cooperating teacher (or other on-site supervisor there) has examined and signed off on her/his approval of the hours now being complete.

Service Learning Requirements:

You will be expected to serve a minimum of 25 hours of service learning at the site assigned to you. Please note that this is mandated by the Alabama State Department of Education and is necessary for you to complete your degree/graduate from Auburn University and to receive credit for this course. Fulfilling this service learning requirement must be done and nothing else can be used as a replacement or substitute. Please see the attached Service Learning booklet for additional information.

SERVICE LEARNING REQUIREMENTS:

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.

PLEASE NOTE THAT I CAN'T EMPHASIZE ENOUGH THE IMPORTANCE OF YOUR COMPLETING THIS 25 HOUR SERVICE LEARNING REQUIREMENT. SPECIFICALLY, YOU CAN'T PASS THIS COURSE, NOR CAN YOU GRADUATE FROM AUBURN UNIVERSITY WITHOUT COMPLETING THESE 25 HOURS OF SERVICE LEARNING.

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 hours per week must be served on a single day. 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 continually missed (or postponed) without reasonable cause and/or without prompt communication to the site will result possibly in a grade drop by one letter, a meeting with you, and my service learning coordinator, and myself. In extreme cases when multiple service learning sessions are missed, failure in this course will occur. If something happens to you or you are ill, contact the site coordinator immediately to inform them you will not be there that day and then call me later (the same day) to leave a message or send me an email regarding your situation. The site is counting on you being there so 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, attire, and helping the children as directed) will be made clear to you by the coordinators of these after-school programs during the orientation I have planned for you at

your site. If something is not clear is it your obligation to ask for clarification. You will be expected to call your coordinator for the after-school program to inform her on a day when you are unable to attend. They are counting on you being there. Call by the deadline the coordinator 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. 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 advance notice given to after-school program coordinators about your absence (planned or sudden) is what the school programs need! Please note that I'm trying to help you as much as possible to meet this obligation but with my help also comes obligation on your part to follow through in serving and to do so each week.

You will need to monitor the dates of operation of the program in order to not go on days in which a program may not be in operation. Be mindful that the last day you can do service learning without a grade drop is December 2. Any service learning time served after this date will be late likely resulting in a grade drop by one letter or failure in the course in the case of multiple service learning absences. Your 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.

The after school service learning sessions are always done during the same day and time (i.e. Mondays 2:30-5:00). Other service learning hours, dependent upon your assignment, may be completed during the school day. 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. It will also serve as a helpful "primer" to your labs and internship. My students in the past who have done this felt the experience was worthwhile and made the class more relevant in context to our learning about child development, teaching, learning, assessment and motivation.

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 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.

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 to assess the level of your service performance which will be provided to you when the time comes to serve and the coordinators will also 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 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, the service learning coordinator and the site coordinator can remove the card 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 I will require you to explain this to the higher powers that be. There are no reasons or conditions which would result in a student needing to remove his/her time sheet.

On some days I may be there to oversee your involvement, and to be of assistance. The coordinator 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 visit and so may my assistant service learning coordinator. She may 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 coordinator. It is the business of all these parties if a student has fallen short of expectation in service learning or is in jeopardy of doing so. She'll check each site to see that the fulfillment of the 2 hour a week minimum is met at the site you are assigned to and will report back to me and often the coordinator of the site. Please keep in mind that the coordinator at some sites (such as at Cary Woods Elementary) will also play a vital and helpful part in counting service learning hours and our Service Learning Coordinator, Chenetra Buchanan will also be performing this functions and then informing me of your progress.

MAKEUP SERVICE LEARNING TIME TOWARDS 25 HOUR REQUIREMENT: The afterschool coordinator 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 coordinator 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 conflicting appointments or events at all. If you have to miss, miss due to necessity only and be prepared to supply a university approved excuse for any illness or other reason. I may ask for this material and have the right to see 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 coordinator of the school you serve via email and CC me as well and plan with this person a day of makeup. Again, plan with this person but I want your email to that person that is CC'd (carbon copied to me). Again, 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 learning 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 makeup 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 do a make-up session (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 district calendar shows specific dates when the school and program are not in operation. As long as you have school site coordinator approval, (which should be signed on your time card and/or sign in/sign out sheet), you possibly could serve one or maybe two "planned missed days" in advance if you know ahead of time that on two upcoming Mondays for example, the school would not be in operation due to a holiday or in-service day. In this way you could keep up date. Again however, do NOT get ahead though any more than this as it will be at the cost of another who serves your site on a different day.

8. Rubric and Grading Scale:

A. Grade Requirements:

A= 90-100 percent of possible points and excellent attendance and participation

Excellent attendance may be defined as having no more than one absence throughout the course

B= 80-89 percent of possible points and at least good attendance and participation

Good attendance may be defined as having no more than two absences throughout the course

C= 70-79 percent of possible points

D= 60-69 percent of possible points

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. Further, please note that success in this course is contingent upon the successful completion of the Service Learning requirements. It is possible to fail the course if the Service Learning is not completed satisfactorily. Problems reported to us by your Service Learning site (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. Please note that excellent attendance and participation may be defined as having no more than one unexcused absence. Good attendance and participation may be defined as having no more than two unexcused absences. If a student misses more than one half hour (30 minutes) of a class session, at any point during the class session (i.e. beginning or end) it will count as an unexcused absence.

Peer evaluations in the form of "confidential contribution forms" will accompany all group exercises and assignments. Students who receive an evaluation of less than 100% effort from their group members (based on their contribution to the exercise or assignment) will receive a reduction in the points earned. For example, if your group earned 22 out of 25 points on an assignment but your group members' average contribution rating for you is 80%, you will receive 80% of the 22 points that the group earned for a total of 17.6 points. Therefore, I strongly encourage all group members to work together and to fully participate in each project to avoid any problems and/or loss of points.

Additional information is provided in the Class Policy Statements.

9. Class Policy Statements

Additional Class Attendance Stipulations

- ☒ If the instructor does not appear within 20 minutes after the designated class hour, it may be assumed the class is canceled.
- ☒ It is university policy that all classes will meet as scheduled on the last day before and the first day after holiday periods designated by the university.
- ☒ Unresolved problems regarding class attendance or procedures should be referred to the University Student Academic Grievance Committee.

Policy on Class Attendance (from Student Policy eHandbook)

Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.

The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in grade, except as provided in paragraph 4 below.

Instructors shall determine the policy regarding grading which they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course.

Arrangement to make up missed major examinations (e.g. hour exams, midterm exams) due to properly authorized excused absences (as defined by the Tiger Cub) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. Instructors are expected to excuse absences for:

1. Illness of the student or serious illness of a member of the student's immediate family. The instructor may request appropriate verification.
2. The death of a member of the student's immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

Full listing of this policy (Class Attendance Policy) as well as Academic Honesty Code Policy, Code of Student Discipline Policy, Classroom Behavior Policy and other University policies are in Student Policy eHandbook at http://www.auburn.edu/student_info/student_policies/

Student accommodations:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT

Calendar:

https://www.auburn.edu/main/auweb_calendar.html