

FOUN 3103

SYLLABUS

Child Development: *Learning, Motivation & Assessment*

Fall 2015

Department of Educational
Foundations, Leadership & Technology

College of Education

Instructor: Professor Paris Strom

Educational Psychology
(Lifespan Developmental Psychologist)

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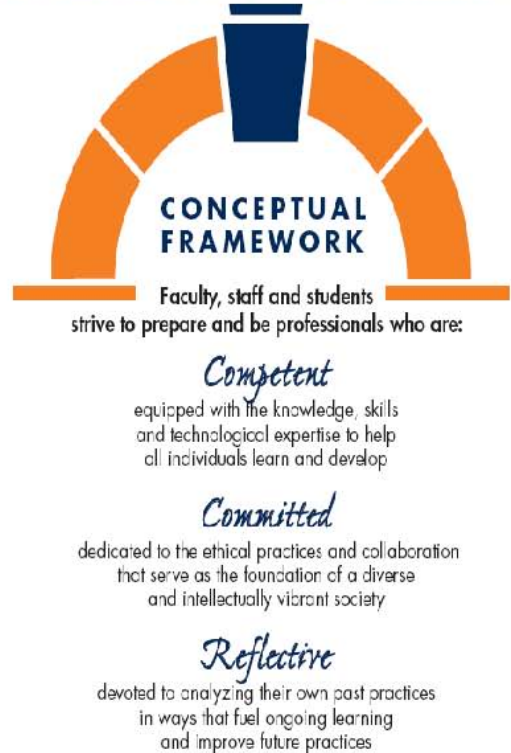
E-Mail: stromps@auburn.edu

Office Hours: W/R 1-3pm CT
and by appointment made by scheduling on
email two business days in advance M-F.

Office Location: Main Campus
Haley Center - 4th Floor
Office door number—4082 – end of hallway

Class Locations: Canvas & Haley 0015B

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



AUBURN UNIVERSITY - College of Education, Dept. of EFLT
Fall 2015 Course Syllabus (FOUN 3103) – Professor Strom

PART I (pages 1-26) **Part II** (pages 27--42)

1. Course Number: FOUN3103 (section MKS)

Course Title: Child Development: Learning, Motivation & Assessment

Credit Hours: 6 semester hours {5 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned afterschool program in which you will be tutoring and managing children. At least two hours, 30 minutes per week must be served at the placed site on a consistent week day until a full 25 hours have been served. Teacher education core courses, like this one with a service learning (field lab requirement) 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. Credit for this course cannot be earned until these 25 hours have been completed.

Prerequisites: Admission to Teacher Education; AND
FOUN 3000 completion with minimum grade of “C”; AND
RSED3000/3003 completion with minimum grade of “C”.

2. Term: Fall 2015 (See schedule on page 12 and in Canvas on Table of Contents page.)

Day/Time: (Meetings on 2 stated dates (below)). Note that this course is being offered in distance education format which means nearly all the lecture and assignment materials are to be accessed on Canvas but we will also meet two times as well on campus on the below dates and times planned (required).

Class MEETING 1 Friday, Aug 21 – 6:00—8:45pm

- First back up (make-up) to MEETING 1 – Saturday, Aug 22 2:00 pm to 4:45 pm
- Second back up (make-up) to MEETING 1 – Sunday, Aug 23 2:00 pm to 4:45 pm

Class MEETING 2 Friday, Aug 28 –6:00—8:45pm

- First back up (make up) for MEETING 2 – Saturday, Aug 29 2:00 pm to 4:45 pm
- Second back up (make up) for MEETING 2 – Sunday, Aug 30 2:00 pm to 4:45 pm

CLASS MEETING LOCATION: The back-up dates serve as the make-up time in case either of the above meetings is missed so until we meet for the actual meeting, please reserve both the main meeting date and its corresponding back up dates just in case. When the main dates for the above meetings are held and then attended by a student, then their corresponding back-up dates are not needed to be reserved by the person who attended.

This particular section of this course (FOUN3103) will be in Distance Education format which means that most of the course material, including lectures (*videos*) and readings, will be on Canvas. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. **Most of the time you will attend lectures 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 written assignments and quizzes by the typical weekly deadlines (on Wednesday evenings 11:59pm C.T.).** All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

Please avoid scheduling any make-up class meetings or appointments with this instructor during service learning time day/time you have agreed to serve. All missed class sessions must be made up as soon after a missed session / appointment as possible. Again, the reason for the back-up dates shown above is to enable a specific time, way in advance, in case a make-up is needed. If there are problems then we'll need to schedule and hold an appointment to help solve the problem but this appointment will not count toward fulfillment of the formal class meetings or make-ups.

In addition to the times we meet for class, I may (*time allowing*) see you at your service learning site once or twice to informally observe and possibly briefly talk. It will be a surprise visit if it happens. I will not interrupt your teaching if you are in the middle of it. I'd only talk if the situation allows for it and it would only be brief.

3. Office Hours & Contact Information:

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

*University email: stromps@auburn.edu

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

*Phone 334-844-3077: Message machine is at same number. Leave a message if you call.

***Email & Phone check times:** First daily check time (M,T,R,F) is before or by 9:15am & and last check time is 3:00 pm. Wednesday check times are at 1:00 pm and at 3:00pm.

*Main Office for EFLT Department: 4036 (4th floor of Haley Center) 334-844-4460

Weekly Office Hours from Aug 17 to Dec 11: (Unless announced otherwise)

My office hours will be **Wednesdays 1:00--3:00pm** and **Thursdays 1:00--3:00pm** & **by appointment** (when need be) to be planned on Tiger-email at least 2 business days in advance of requested day & time. Meetings (appointments) may be held face-to-face or on the phone depending on preference/need. Please plan any appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both.

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'll post on my door if I'm away for a day or longer along with when I return. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled on email. I'll send you email confirmation that the time works. 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 Canvas "*Announcements*" when I will serve make-up office hours.

If you call the campus office phone and I'm not there please leave a message with your phone number and when I can, I will either call back or email you the information you need. I will return the call or email shortly thereafter accordingly once I return to the office. 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. You are welcome to see me!

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 on campus or via phone call then all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F). If you have either a question or problems that would require too lengthy or impersonal email, then in those cases, I require us to conduct a phone meet or face-to-face meeting. Email works most of the time but not all of the time.

About Email & Phone Check Times:

Any email responses to you before my usual first check times or after the usual last (end-of day) check times are only where I need or wish to do so out of planning for other work obligations or meetings while also trying to respond to your questions or needs to be helpful in a timely manner. So, please rely on the *usual times listed only* so if you send email or post assignments after my usual check times (and any time on the weekends), then please simply know that you most likely will hear from me not then but instead by the next business day morning on email.

Grading Schedule for Written Assignments (a general indicator): My overall flow for grading work coincides only somewhat with the email and phone times shown above. However, because grading takes longer than just a quick email response, please know that I will not likely be able to have work graded by the email/phone morning (first) check times nor have posted grades by then. Instead, I look at the work as submitted in Canvas after I have addressed any and all email or phone messages that morning. So, I'm good generally in terms of grading work either on the day received (if it is submitted before the time check has passed) or by the end of the next business day for my usual check times. I always appreciate timely work submitted by students so I try to reciprocate with timely feedback and grades. I try to get feedback to people on the same day as much as possible. There may be weeks when I may need longer due to business travel or other duties that have me needing up to 4 business days after the submission of work to then grade the work that needs grading. This is the same time I afford you for an initial extension (by the end of 4th business day after the initial due date).

Two Forms of Approved Online Contact:

As far as communication goes for this course, it will be an expectation to check your regular Tiger email once per day M-F but also your Canvas email and your Gradebook in Canvas. I'll certainly respond to Tiger emails but we need to also use Canvas email often because it is very helpful for classes like this one (*distance education formats*). Canvas email "Messages" are 100% protected from spam. I really try the utmost to communicate on both email platforms - to reach students about announcements or problems so they can take the steps necessary to correct or be aware of things in a timely manner.

Date Syllabus Prepared: This syllabus as updated in FALL 2015, is being distributed for Fall 2015 for Dr. Strom's section of FOUN3103, is posted on Canvas in "**MOD 1**", and has been provided in electronic PDF copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive (repository). It is also being provided in printed, hard copy for each student when we meet on Meeting 1 so you have it.

Course Materials:

***Required: Identification Tag** used for all service learning visits. Get it in the LRC.

***Required: Note pad:** Taking notes from lectures will be important periodically so pads or spiral pads are fine. Also, at least a few handouts will be provided in class. Readings and some lecture highlights from class will be posted on Canvas for your convenient access to read or print out (if you wish). Organization of class material is key to effective studying so please maintain notes in a binder.

***Required: Transportation for Service Learning:** You will need to make your own arrangements in traveling to and from your service learning site that you are placed at. Your location is close to the university.

***Required: Textbook:** You will have 1 required textbook to purchase. Other material we also plan to use for the course will be readings that I post on CANVAS and those online items will be free but you must access them online. These cannot be sent to you or mailed to you. **The required textbook to purchase is, "Thinking in Childhood and Adolescence" by Paris Strom & Robert Strom © 2013**

ISBN: 978-1-62396-433-7 (paperback)

You can order this book through the publisher online, through Auburn University Haley Bookstore online or by picking it up at Haley Bookstore on campus. Please use the information below accordingly to how you wish to purchase it.

***IF YOU ORDER FROM BOOK PUBLISHER ONLINE:**

Publisher: Information Age Publishing, Inc.

PHONE and LINK to Publisher Website for this book is: 704-752-9125

<http://www.infoagepub.com/products/Thinking-in-Childhood-and-Adolescence>

***IF YOU ORDER ONLINE FROM Auburn University Haley Bookstore:** Use link below.

<http://auburn.verbacompare.com> Toll free number: 800-880-0392

***IF YOU BUY ON CAMPUS:** You should be able to purchase a copy at the Haley Bookstore and possibly at other nearby bookstores that carry textbooks.

WHEN ORDERING ONLINE: Please know that this text is a print on demand book so if you order from the publisher, be sure to ask them how long, from the time you order it, how long it will take to come to you. Alternately, if you order online from Haley Bookstore online store, it may (might) possibly be already in their stock and then simply need to be mailed to you. **Again, please ask whomever you order your book from (if you order it) how long it will take to get to you and if they have it stock already or if not, how long before they do have it in stock/ or have it printed. If need be, you might want to have the book sent to you rush delivery so you will then have it in time once the course starts.** There is only one edition of this book. **I will check on our first day of class when we meet that you each have a copy of the text.** Again, it is required. I've tried to save you a lot of money by only that 1 item being required for purchase.

***Required:** Daily access to effectively functioning desktop or laptop 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.

***Required:** Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. Proper attire for these reasons is a required resource related to service learning. See page 33 for full description of dress code expectations.

Recommended:

--Wear a wrist watch so you can tell time at the service learning site if a clock is not nearby.

--Bring to service learning sites in your pocket or in your car a bottle of either Germex, Puriel or other germicide to protect hands against germs after serving. School settings have germs (cold, flu, strep throat, and other contagious illnesses).

--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 and are in a setting where you can't play it aloud around others (like in dorm room or at a campus computer for example). 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.

4. Course Description: Cognitive, psychosocial, physical, and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in the contexts of instructional learning.

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. Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and 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 New Alabama Quality Teaching Standards (updated 03/ 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)

Instructional Strategies

*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)

Diversity

Learning Styles

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

Professionalism

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)

6. Course Content Outline: The plan below is an approximation of time on the identified content and is simply a departmental generic template. Exact layout of assignments, due dates and point worth are shown on pages 13 and 14. Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the **Table of Contents** page in Canvas. Usually modules start on Thursdays with the following **Wednesday evening** as your COMPLETION DATE (7 full days). You can read and watch materials in modules that are ahead but may also get ahead on assignments, within reason, by about 1 module (a full week's time). However, I kindly limit getting ahead more than 1 module in terms of submitting mod assignments. Any more than 1 module ahead gets to be a bit much and difficult to manage, grade, etc. Additionally, for the student, it is vital for you to reflect, deliberate and savor what has been learned rather than just going through the motions. The only exceptions (assignments that can be done a few modules ahead of time) include the final project AND your service learning hours. These both can be completed by at least a few modules in advance.

Communication; Planning; Collaboration; Assessment; Laws and Policies

WK 1 Introduction: An integrated approach to development, learning, motivation, and measurement and evaluation through instruction and planning

WK 2 Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

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

Student Development

WK 3-5 The Multifaceted, complex, unique, and whole learner: An overview of physical, cognitive, and socio-emotional theory in relation to the school-aged child

WK 6 Individual differences: A broadening of students' understanding of the complex learner through a focus on individual variation

Instructional Strategies; Classroom Management, Learning Environment, Learning Styles, and School Improvement

WK 7-11 Learning-Behavioral conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition

Learning-Cognitive Information Processing conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive information processing 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 and Alabama-Specific Initiatives

WK 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

WK 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.

WK 14-15 Formal assessment-Standardized assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods.

More about the Course: This course will provide an integrated overview of issues central to educational psychology and child development: cognitive, psychosocial, socio-emotional, physical and moral development, learning, motivation and assessment in the context of instructional planning and practice. It will be conducted using some 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.

In addition to building your knowledge on child 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 (see pages 24 and 25). Course content and assignments help collectively to help build your knowledge base, skill set, and professional dispositions, all of which will be needed to succeed in the field of K-12 teaching and in preparation for the edTPA Test you will have to pass to earn your teacher certification.

7. DISTANCE EDUCATION FORMAT SECTION -- FOUN3103:

Course material (almost all of it) is to be accessed via Canvas, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, since it is in this distance education format, to ensure they have proper, reliable access

to a computer (at home, work or school) to access this internet based material. This may mean for example, downloading Flash (free) to be able to view the lectures and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (not: DVDs; VHS tapes; CDs; thumbdrives, printed course packets; and/or different file types, etc.).

This course has been designed in accordance with Auburn University consulting from IMG and from LRC Distance Learning Staff in terms of functioning videos, viewable PDFs and links, etc. But this functionality please note is for computers including desktop and laptop computers. Anything that is not the above may very possibly not have all functionality of videos or other materials being accessible and I will not be able to change my course materials in order to accommodate. The best the university could do is possibly recommend browsers or other software that may enable more functionality at your end. So, in other words, cell phones, smart phones and even tablets like iPads or these same tablet devices from other companies I am unable to design the course material around due to limitations in our operation. Those devices are NOT recommended for this course in terms of accessing course materials or responding to course assignments. Do not keep enrollment in this course if this is a problem.

Taking the appropriate steps to access the material online will be required. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to dialogue with the class so when we meet, it is for discussion and similar activities. Here's the even bigger point. The lectures, which constitute the vast majority of class instruction for this section, I have placed on video (*on Canvas*) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted your time to be spent reading extensively, working on assignments and watching lectures / taking notes in such a way where you are allowed a much larger level of choice as to when you observed the lectures. I very highly recommend that you do the online work (on Canvas) in each module on two different days each week so that it approximates how we normally would conduct class on campus and any additional time needed. This time should be spread out since each online MOD, in most cases, requires the same amount of time as would be spent at two on-campus class sessions (representing a full week (typically 5 lecture hours of instruction each week)).

Each module work date(s) are clearly marked in the schedule (on Canvas and in this syllabus) to help guide you on when to do all work for each module and when to submit assignments due for each module. The schedule is very specific and helpful so please follow this schedule in order to keep on schedule and avoid getting behind. Watch all the lectures and do the readings and assignments in each module during this time. Be sure to complete each module's assignments before or by the posted finish date 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. Assignments of the course must be completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). 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 and as a future teacher.

8. Learning Modules and Assignments:

Pages 12-13 contain MOD SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for

each week. **Except where marked differently, the start date for MODs will be Thursdays and the completion date for MODs and any MOD assignments will be the following Wednesdays by 11:59 pm.** The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given which normally would be consumed by on-campus attendance/lecture. Additional time (outside of the “session” time provided per module may be needed for some students from time to time in the same way that students have time for homework, outside of class time. Plan your time closely based upon what is provided in the schedule on pages 12 and 13.

TIPS: USING CANVAS MODULES 1--14 *(These are your weekly learning modules in canvas.)*

A. To enter the learning modules (MODs) which are your weekly online lesson material, enter these ONLY by pressing the **COURSE MATERIAL (TABLE OF CONTENTS page)** link in the center of the **HOME PAGE** on Canvas.

B. Once in a module, study all materials (*from top to bottom*) in each module 1-14 by **following each "STEP" accordingly.** Each and every step has quick instructions to WATCH or READ an item, etc. Follow each step closely.

C. Your readings and videos are each indicated in each module **with a bullet to the left side.** That means you click that link to access a file or weblink to a video or reading.

D. At or near the bottom of each module is a **brown link** to that module's Assignment instructions with submission area (Inbox).

E. Complete work in each module (**MOD**) before or by the **red, underlined, bolded date** shown as the deadline for that module's assignment. Assignments are due by **11:59pm (C.T.)** on dates indicated on the next page. Our 2 meetings with dates are also shown, highlighted in yellow.

F. For **TECH HELP**, click pink link at the base of the Table of Contents page in Canvas.

G. **Green highlighted areas** on Table of Contents and other course locations signify important tasks with due dates for service learning. **Brown links in green highlight** signify textbox assignments to update me on service learning progress.

H. Each module, when it is the full week's length of two class sessions, is divided in half by an **orange striped line** about half way through just to show you a half way point where you could/may do work on one day and then do remainder work on the second day.

I. Students should NOT get ahead any further in Canvas assignments (quizzes and essay responses) than by about one MOD ahead. You may read and/or watch ahead even more (far more ahead) if you wish but not submit assignments in Canvas any more ahead than by one mod (see dates on page 13 for when each Canvas assignment opens for access and submission). The ****final project** and ****service learning hours** may be completed by a least a few modules in advance (see page 8 and page 14).

MODS 1--14: Instructions & Signage

Pay attention to the **MOD** heading (atop each Mod) highlighted in blue. Study all materials (from top to bottom) in each module, (MOD 1-14), by following each "**STEP**" accordingly. Assignment instructions and submission area for MODs 1-14 are *inside* each module (often last STEP or near last step) **brown link**. Complete work in each module (MOD) and for **service learning updates** before or by each **red, underlined, bolded date** shown below. Canvas Assignments are due by 11:59pm (C.T.) on dates indicated below. A black, non-underlined, non-bolded ending date for a MOD means the date by which to complete readings and video viewing for that MOD but there will be **no assignment due**.

--For **Tech Help**, click the link at the bottom of this page.

--**Yellow highlight** = dates and MODs with 2 required on-campus meetings.

--**Green highlight** = deadlines for SL placement, to start / finish service, & **MOD S.L.**..

- **Brown links with green highlight** = Text entry assignments to update me on your service learning (as explained in **MOD S.L.**).

THE ABOVE IS ON CANVAS ON THE TABLE OF CONTENTS PAGE. IT IS LOCATED ABOVE THE MODULES IN ORDER TO PRIME/REMIND YOU ON BASIC SIGNAGE FOR ASSIGNMENTS, DUE DATES, SERVICE LEARNING, SERVICE LEARNING UPDATES, TECH HELP, & ASSIGNMENT LINKS.

PLEASE ALWAYS CLOSELY FOLLOW INSTRUCTIONS IN EACH ASSIGNMENT. THESE ARE ALWAYS IN **BLUE** ONCE YOU OPEN UP THE ASSIGNMENT.

UNIT I: Course Orientation + Start Service Learning

- Email me your Service Learning availability *before or by Aug 19 --3pm or no later than Aug 21 --3pm*. Sooner is best!
- Service Learning placement *likely* emailed to you by Aug 21st or sooner *depending*. Check email daily!
- *Must* start Service Learning hours during the week of *Aug 24 - 28*.

- **MOD 1 MEETING 1** on **Aug 21: Aug 21-- 26**
- **MOD S.L.** Service Learning Resources
- **2 Hours, 30m** service learning Aug 24 - **28**
- **MOD 2 Learner Diversity + MEETING 2** on **Aug 28: Aug 27 - Sep 2**

UNIT II: Nature of Learners + Continue Service Learning

- **5 Hours** service learning Aug 31 - **Sep 4**
- **MOD 3** Cognitive Development Sep 3 -- **9**
- **MOD 4** Soc., Emot. & Moral Dev. Sep 10 --16
- **10 Hours** service learning Sep 14 - **18**
- **MOD 5** Identity Development & Motivation Sep 17 -- **23**
- **MOD 6** Learner Health, Fitness & Safety Sep 24 -- **30**

UNIT III: Nature of Learning + Continue Service Learning

- **15 Hours** service learning Sep 28 - **Oct 2**
- **MOD 7** Behavioral & Social Cognitive views Oct 1 --**7**
- **MOD 8** Individual, Social, & Cyber Const Oct 8 -- **14**
- **MOD 9** Information Processing views Oct 19-- **28**
- **20 Hours** service learning Oct 12 - **30**
- **MOD 10** Instructional Strategies Oct 29 -- **Nov 4**

UNIT IV: Assessment of Learners + Finish Service Learning

- **MOD 11** Basic Concepts & Guiding Principles Nov 5 -- **11**
 - **MOD 12** Strategies & Resources Nov 12 -- **18**
 - **MOD 13** Standardized Testing Nov 19 -- **Dec 4**
 - **25 Hours** service learning must be done before or by **Dec 4**
 - **MOD 14** Final Project in place of final exam Nov 4 -- **Dec 10**
- Must finish remaining Canvas work before or by **Dec 10 - 8pm (CT)**.

NOTE also important dates for service learning shown on pages 13 and 40--42.

FOUN 3103 Fall 2015 Assignment List with: Early submission dates, Due dates, Possible, and Score

FOUN 3103 Fall15				
ASSIGNMENT	Earliest submission	DUE	POSSIBLE	SCORE
M1 Practice Text Entry	Aug 21	Aug 23	1	
M2 MoU- Loan book	Aug 21	Aug 23	1	
M1 MEETING 1	Aug 21	Aug 23	60	
M1 Practice Quiz	Aug 21	Aug 23	6	
M1 Practice Word file	Aug 21	Aug 23	1	
M1 Signed MoU -S.L.	Aug 21	Aug 23	1	
M1 SL Time availability		Aug 21--3pm	1	
M1 Course TASKS email		Aug 21	5	
R + U Syllabus	Aug 21	Aug 26	5	
2:30 Hrs of S.L.	Aug 24	Aug 28	1	
Textbook	Aug 21	Aug 28	5	
M2 - MEETING 2	Aug 28	Sep 2	60	
5 Hrs of S.L.	Aug 31	Sep 4	1	
M3 QUIZ	Sep 2	Sep 9	50	
10 Hrs of SL	Sep 14	Sep 18	1	
M5 QUIZ	Sep 16	Sep 23	100	
M6 QUIZ	Sep 23	Sep 30	50	
M6 Short Essay	Sep 23	Sep 30	50	
15 Hrs of S.L.	Sep 28	Oct 2	1	
M7 QUIZ	Sep 30	Oct 7	96	
M8 Asnmnt	Oct 7	Oct 14	100	
M9 Asnmnt	Oct 14	Oct 28	100	
20 Hrs of S.L.	Oct 12	Oct 30	1	
M10 Quiz	Oct 28	Nov 4	8	
M10 Short Essay	Oct 28	Nov 4	50	
M11 Quiz	Nov 4	Nov 11	100	
M11 Asnmt	Nov 4	Nov 11	100	
M12 Essay Asnmt	Nov 11	Nov 18	50	
M12 Rubric Asmnt	Nov 11	Nov 18	100	
M12 QUIZ	Nov 11	Nov 18	50	
M13 QUIZ	Nov 18	Dec 4	100	
** 25 Hrs + confirm		Dec 4	100**	
** Course Credit Status		Dec 4	1**	
** Final Project PART A	Nov 4	Dec 10	50**	
** Final Project PART B	Nov 4	Dec 10	50**	
Returned Loan Txt	Nov 30	Dec 10	1	
TOTAL			1457	

9. Procedures for Grading Written Assignments:

The following section constitutes the grading framework for this course by this instructor. Grades earned may vary for assignments but all assignments should be completed. I grade with a criterion-referenced grading scheme which means that I grade based on how well a student's work meets the criteria stipulated in the assignment instructions which are stated in each module's assignment. This scheme gives everyone a fair chance at doing well in the course. If a person does not do well it has nothing to do with their work being compared to that of classmates. It only means the student failed to create assignment responses that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, etc*). Always read the **blue instructions** which are at the top of the assignment page which also contains the task/questions you are to create responses for. I even highlight some of the **blue instructions** here and there for important prompts to draw your attention to those such as word count, which may differ per each assignment.

Please keep in mind that with a word count minimum, a person can still submit good quality responses. If a person chooses to submit work beyond the minimum word count that's fine but it doesn't constitute more points necessarily and never constitutes extra credit points. If work is within the high quality range, a student will earn either full points or close to full points. The point being made in this paragraph is that more writing does not necessarily equate to being a better or higher quality response for an assignment. So, if a person writes a lot more for an assignment it should be with the understanding that they are doing so for their own purposes of clarity and enjoying the assignment, not with an expectation of topping other people in terms of a grade or in earning any extra credit. Again, if a person can make their thinking known in 450 words or 470 words while another person takes more than that to create a response, both are allowed and both will be graded according to WHAT is said and HOW CLEARLY and WELL it is said. The length has little to do with the score earned as long as it (the response) meets the minimum word count. The Word count for an assignment response will never count page labeling, name or MOD at the top, or restating of the questions. The word count minimum required for a student response only counts your response to the questions or task. The word count stated in each MOD assignment instructions represents the minimum required total response for that assignment. It does not indicate the word count minimum required per each question within that MOD assignment.

10. Criteria for Earning Your Final Grade for this Course:

Criteria 1 and 2 (as explained 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 written and meeting 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 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: Required (GOOD or GREAT QUALITY SERVICE LEARNING)

See related sections.

Criterion 2: Required: (A) Proper, consistent attendance, punctuality and participation at any and all class sessions and appointments held AND; (B) submitting ALL assignments in their

entirety and on time. Absences which are not made up (for class and service learning) and service learning policies in this syllabus do affect final course grade, regardless of points earned on items below. Active participation and communication is required throughout the course.

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. Problems reported to us by your Service Learning site supervisor or cooperating teacher (such as not attending, not completing assigned duties, etc.) may also result in a reduction in your final course grade.

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 this course will be based on the following total possible points.

Total possible points for course (*tentative*) 1457 pts

*On pages 13 and 14 see exact listing of assignments with due dates, point worth, and when assignments open for student submissions.

The course policies on Service Learning and Class Attendance implicate one’s final course grade. For details, see those sections. Page 13 displays exact point worth for the module assignments (*tentative*). Exact points per assignment and the total possible are subject to change somewhat but become set once each item is then graded. I’ll post a point change on anything *BEFORE* you work on it also so you are aware of how much it is worth.

11. Course Grade Feedback/Notification: I will post attendance and your status on assignments and tests online for your private view in an area (link) called GRADEBOOK on Canvas so that you know where progress has been made, credit been 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 may 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. Other due work in the course may include small papers, class presentations, discussions, or other tasks. In your GRADEBOOK each assignment will be labeled with a title. This is done to help you identify and monitor your grades.

Unsubmitted work will be marked as *NOT SUBMITTED*. Once you submit extension work or 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 (if late). 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 but there may be at least some late points deducted. If you are doing this after an extension deadline has passed 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 a mark in your gradebook is of concern but not understood then email me and I'll gladly communicate back with you. If you aren't sure about how well you are doing overall even after examining your GRADEBOOK in Canvas 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 gradebook in Canvas will post the numerical score grades for the assignments. Canvas will also post a record about which assignment, if any, is late, how late, and how many points deducted, as well as any notes (comments) 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 Canvas almost every week day after I receive work from students. During the semester, scores for your work, when graded, will be posted on Canvas 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.

Status Grade Reports and Mid-Term Grade Reports (please be advised):

Except for any mandated Mid-Term or similar grade reports, I **do not** use the function by the university for mid-term "Early Alert" grade reporting which is really only for "core courses" according to my check with COE administration. Instead, my alerts and grading are all during the semester so a student knows from their Canvas Gradebook their status all along during the course. Keep in mind that the gradebook is fairly limited to canvas assignment progress status. I cannot have verification for students as to their true status in performing their service learning hours at any single point in time for all students since I cannot be at each of 3 sites every day during the full service day. So, the caveat is that the Canvas grade ONLY represents the above progress on Canvas assignments but does not and cannot (*due to feasibility*) represent the service learning progress since I would need to go to each site in order to truly confirm status. This is important since without completing service learning, it makes it an impossibility for a letter grade to be earned or issued by an instructor. This course has 1 credit of lab which is the service learning 25 hours. We can only feasibly get actual confirmation of performance in hours served at or near the end of the semester for all students. So, this is why you must note that any grade status reported to any affiliation party for that student (athletics, band, counselor, advisors, employers, sorority, fraternity, etc.) cannot include the full course grade because it cannot include, at that time, how a person is most accurately doing in their service hours. If we happen to be told by a site that a person is not serving then that WILL be entered in effect in a grade status report of either a below average (D) or (F) failing grade (*since service learning is so important that without it*) no credit can be earned—*regardless* of points earned for online assignments or class assignments, etc. *Labs are real important!!*

If I'm ever asked to sign on a document stating your grade status at that time I also need a copy of that signed document and I need it the very next business day either in print or a copied/PDF version. This is required as an instructor cannot very well be expected to sign a document without being given a copy as well in a timely fashion or else it is non-binding.

12. Final Project (*in place of final exam*) is posted at bottom (last item) on the Table of Contents page in Canvas. It will be explained in class far before it is due. You will not have access to the location for submitting this assignment until approximately November 4. Again it will be explained with instructions far before it is due.

13. Assignments and scheduling study time: You will have readings and video lectures posted in each module of Canvas. Carefully follow each modules STEPS in doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each assignment early on rather than late. I've provided a display on Canvas showing the ordering of modules so you can see the overall timing for when to do each module's tasks, (*abide by the listed start date and completion date for each module*), along with when to start working on assignments, especially the large assignments.

14. Submitting Assignments (Format): Note that for your written assignments I will be requiring they be submitted in a Word file attachment on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something does not send to me correctly it will have a **PROBLEM - NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. Please always label your word file with the module number and your last name. Also, on the top of page one in your word file include your name and the number of the MOD assignment (StromMOD 4). This eliminates any confusion and helps in my recordkeeping.

If I can't open a file with your assignment on it, the assignment is considered unsubmitted. 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 clock deadline just to check for every student's work that they sent material to me correctly in openable condition. This is on a student to self-check that it was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. 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 deadline then it is late. Send in your assignments with time to spare like a recommended full 24 hours earlier than the deadline, even earlier is better.

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 only of assignments will not be accepted unless and until accompanied by electronic copies. Read-only files will not be accepted. I will not accept files that I cannot open with Word software. 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 email (*as an email attachment to yourself*).

15. Targeted Deadlines for Submitting Assignments on Canvas:

Class assignments that involve sending an attachment on email or posting an attachment to an assignment INBOX in Canvas will all have **11:59 p.m. deadlines** (*Central Standard Time*) on their stated due dates. These deadlines are clearly marked on each the Table of Contents page and in this syllabus. It is your assumed risk if you choose to submit assignments on the due date but after the time when I'm finished checking email for the day or week. You risk it being late since it is beyond the time when I can respond to help you may need, etc. For this reason, it is always strongly recommended to submit work earlier than my official email end time for a day when things are due.

16. Missed meetings or late work: Opportunity for make-up assignments and missed class sessions will be given for University-approved excuses as outlined in the Student Policy eHandbook (illness, funeral, court date, religious holidays, university approved events, etc.) Arrangements to do make up class sessions and/or assignments should be made in advance

where possible. Other unavoidable absences from campus class time must be documented and cleared with the instructor in advance where humanly possible. 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 that is **UNEXCUSED LATE** (as defined below) may have as much as a **25% point deduction** from the total possible points for that particular assignment depending on how late it is. To help minimize a grade penalty for a late assignment, it should be submitted as soon as possible after a missed/due date. Please read below on how to avoid LATES.

If I did not receive your response by the deadline, then the following day as soon as I can I will post on your Canvas gradebook and Tigermail a status of **NOT RECEIVED (4 day ext)** which indicates the assignment has not been received and you have until the end of the 4th business day after the initial due date to submit the work without it being considered late. I also, at that time, I will post a score of 0 points for the time being until and unless I get the work. If you request an **EXTRA-extension**, that will be noted in the gradebook in the comments area for that assignment. Once either of these statuses have expired then the grade is then just left as zero points unless and until the assignment is submitted. By doing it this way, you will know right away the status on work in terms of if I have received it or that you are marked as having a 4 day extension or EXTRA-extension (if you requested it in time). You will know if I received late work once I post a grade for the work after looking at it. Extensions and EXTRA-extensions I define in detail in the section below.

17. Extensions for Assignments: I will allow extensions for assignments with an automatic extension of 4 consecutive business days immediately following the originally assigned due date as shown in the syllabus. Any longer after this 4 day period extension (after the original due date) that may be needed would be called an **EXTRA-Extension** and a request for this added time must be emailed to me no later than by the end of the 4th day of your first extension. Once this 4th day is done (has passed and expired), if you have not emailed me with a request for more time (**EXTRA-Extension**) then the assignment will still be allowed for submission but is considered **LATE** with as much as a 25% deduction in points possible. So, if a student needs more time than 4 days after an original due date to get the work in, then please email me no later than by this 4th day after the original due date. The request for this EXTRA-Extension must state to me a specific date and time that is no more than 3 extra business days by which I can expect the work. By doing this, you won't get further behind. Instead it helps us both hold you responsible to submit the work by the EXTRA-extension date that you promise in your request.

Keep in mind I allow these extensions as long as the understanding is that the start and end time of any and all modules/assignments (and their assignments) do not change. This means that 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. 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.

18. Resubmission of Assignments: I do allow for a resubmission of a written assignment for possibly a better grade as long as the late points are understood to still have an effect (as much as 25% deduction from total points possible if the work is LATE). 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 4 day EXTENSION** for that assignment. Another status may be necessary. In your gradebook for the module of concern, a status of **RESUBMIT RECOMMENDED** will be posted if I deem the work (*once receiving it*) poor in

quality (roughly estimated at a C level 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 point deductions can apply if a resubmission is submitted after the 4 day first extension without an EXTRA-EXTENSION requested according to the above rules. Work resubmitted will often help a grade if the newer work is truly of better quality, even with/if late points are deducted. Resubmissions 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 Canvas gradebook once per day Monday through Friday to facilitate this process.

I kindly ask and highly recommend that resubmissions be done, if at all possible, within the 4 days after the original due date 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 the last day when written work is accepted for this course (Dec 10, 2015). Nothing can be submitted (or resubmitted for any reason) any later than this date in order to for the points to take affect for course credit for this semester.

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 fail 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. There are numerous computers in the main library, there is a whole computer room on 3rd floor of Haley and, of course, there is our LRC with their computers, and some in the student union. Where necessary, email me if you need a slight extension of a day or two but do so only if you provide a date and time by which the work will be completed.

19. 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 Canvas email called INBOX for this course daily M-F. I'll certainly respond to Tiger emails but we need to use Canvas email often because it is for classes like this one (*distance education format*) as well as for courses that are entirely in distance education format. Canvas Email is 100% protected from all spam and other announcements unlike regular Tiger email. 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 Canvas email, containing your correspondence and assignments to this class. I may send occasional class wide announcements as well on Tigermail just to make sure you get important information. In those cases, I really try the utmost to communicate on both email platforms to reach a person about problems so they can take the steps necessary to correct things in a timely manner.

Have your CANVAS NOTIFICATION SETTINGS set to where you get ASAP notifications when I grade your work or post comments about it, when I email you in Canvas, and when I post Announcements in Canvas. Those notifications are helpful but only if you set them in the NOTIFICATIONS TAB (upper left hand side) – after hitting the SETTINGS tab, (*in upper right-hand side of screen on Canvas*). These ASAP notices would be for “Announcements”, “Mail”, “Due Dates”, “Grades”, and “Submission Comments”.

It is a student's obligation to inform this instructor of problems right away instead of waiting until the end of semester and claiming that course tasks could not be met. If there are problems, please tell the instructor while there is still plenty of time to hopefully solve them. This also pertains to potential IN (incomplete) for the course. It's the responsibility of the student to inform the instructor if illness, death in the family or some other *extenuating circumstance* which prevents the completion of course assignments in order for an IN (*Incomplete*) to be granted. This must be stated to the instructor by the student (or designee) before grades are due for the course before the end of the semester. If this is not communicated, then an instructor can only give all unsubmitted work zero (0) points which will impact on a final course grade and no recourse by the student will be permitted by the university.

20. Class Attendance Policies: Policy on Attendance (*Student Policy eHandbook*)

Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. 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 below.

Arrangement to make up missed major examinations (e.g. *hour exams, midterm exams*) due to properly authorized excused absences (as defined by the Student Handbook) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam (or assignment) shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are expected to allow for make up) 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, band, and/or other required events. 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 a required court appearance or call for jury duty.
6. Any other reason the instructor deems appropriate. In this course section, we have only 2 different dates (already stated well before the start of the semester) when we meet for discussions and other on-campus activities. Both of these dates are required attendance. If any are missed then each must be made up as soon afterwards as humanly possible. Emailing this instructor as to make up date and time will be expected. Then, an email from the instructor to you confirming a particular date and time that works will be important to receive so you know for sure when the make-up session can be held. If you know you can't make a certain meeting please tell me in advance if possible and then just reschedule with me.

7. Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/appointment missed is indeed made up on-site on a day/time that works for us both. In this way, student needs towards missing a class session/meeting are respectfully met according to their situation, but for accountability and fairness, the makeup 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 and/or at a service learning site.

Punctuality and Participation as components of attendance: 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 pattern of missing class time or service learning lab time by coming late, leaving in the middle, or leaving early. By examining Canvas, you will be notified of my posted records of where/when there are problems that I'm aware of. Students are expected to participate in all class and team discussions and in all assignments in class and online.

21. Other Class Policy Statements:

A. Understanding the syllabus and Canvas course material:

Please carefully read the syllabus and Canvas 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 (*Student Policy eHandbook*). Being a self-directed, self-disciplined learner is a must for all those preparing to be teachers. Using the retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings and to prepare assignments due in forthcoming sessions.

--*Canvas:* Material posted on Canvas will be the key information on course content, sequence, deadlines, etc. You will be provided handouts on MEETING 1 of class but some materials you still may decide to print out if you wish which may only be on Canvas.

--*Office Hours Visits and/or Appointments:* During my office hours, you are welcome to ask me about coursework. I'll gladly help you if you need help. Don't wait until it's late in the game. *Help can be face to face or on the phone.*

C. Academic Honesty / Misconduct Code: All assignments are to be done individually except where stated otherwise. All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. 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, quizzes, tests and all assignments will assess your personal (individual) knowledge of course material. In these cases, having someone help you or do the work for you is considered cheating.** Our university now utilizes the services of plagiarism detection software for professors to screen student work. I require your work to be submitted 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.

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. Record exact times when you begin and end your service learning on each day served.

D. Technology in class: During class time all cell phones and other electronic communication devices must be stowed away. You may use recording devices to help aide your personal learning only if you need them but are not permitted to post, reproduce, or share any class footage. During breaks, if you wish to use phones I don't mind but please do not use them during class time. Please do not use them at your service learning site at all. Thanks in advance for your cooperation on these things.

E. Special 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). Last Updated: Apr. 24, 2012

F. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials.

G. 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. 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 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 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 oriented assignments. So, I reserve the right to lower a student's grade if a student demonstrates a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early or by missing several sessions back to back (*if unexcused and if not made up*). The same applies to any falsifying of data or to improper conduct at the service site. Any and all time lost at such class meetings or service must be made up. This is vital.

H. Required Auburn Email Account and Synchronization: Keep your email account for 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.

I. Material on Loan: Material loaned must be returned by the end of the semester-last day of finals. I might loan an item since we normally would use it in an on-campus class as a part of class activities weekly. Returning it at the end makes loans possible. An MoU will be required to sign so we have on record what was loaned and legal conditions for its loaned use and return.

J. Scaffolding (Instructional 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 may 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, 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 ask for a phone call 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 oral/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 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. 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.

K. 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. 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 states.

L. 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 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 for certain conditions and situations (see Student Policy eHandbook). If service learning hours by the end of a semester’s deadline are below 25 hours then this will constitute either an “IN” Incomplete or “F” (Failure) or “FA” (Failure due to non-attendance) accordingly for the course.

M. Professionalism COE: 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.

See Canvas for Syllabus Supporting Material (List of Candidate Proficiencies and AL. Teaching Standards). These files are in MOD 1.

Any changes in syllabus policy, assignments, points, etc. will be announced on email in Canvas and in the class announcements area on Canvas. Students are responsible for being aware of changes and checking their Canvas email and Canvas class announcements as well as their Tigermail. This syllabus is well planned but is still tentative in that I reserve the right to make change if needed.

Below is a helpful link to the 2015 FALL SEMESTER SCHEDULE.

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

Full listing of university policies on class attendance 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/

THIS ENDS PART I of SYLLABUS.

PART II, SERVICE LEARNING ORIENTATION PACKET, starts on next page (27).



COLLEGE OF EDUCATION

Service Learning Experience

SYLLABUS PART II - SERVICE LEARNING ORIENTATION PACKET (pages 27-42)

FOUN 3103 (section MKS) – Fall 2015

Dr. Strom - Service Learning Coordinator (for FOUN 3103 MKS section only)

stromps@auburn.edu 334-844-3077

SERVICE LEARNING REQUIREMENTS, EXPECTATIONS, AND POLICIES

The primary goal of Service Learning is to encourage students to learn and benefit from a diverse and interconnected world by becoming contributing members of their communities. Service Learning supports students' academic studies and helps to develop the skills, citizenship, and values of a pluralistic society. The following statements give a more specific explanation of how Service Learning functions as an integrative educational experience within the context of the FOUN 3100 / 3103 and 3110 courses.

- Service Learning functions as an integration of community service and course work. It facilitates students' academic studies and helps to develop a wide range of skills that are beneficial for those who hope to be effective educators in the future.
- The Service Learning component of this course is designed to aid students in their understanding of child and adolescent development, learning, motivation, assessment, instruction, instructional planning, and classroom management.
- The Service Learning component of this course allows students the unique opportunity to think about concepts covered in class lectures, discussions, readings, and assignments, and then apply or connect those classroom experiences to their own practical experiences in community service.
- Service Learning requires active participation of the student on a volunteer basis, and it facilitates each student's ability to draw from experiences by performing service work that meets community needs.
- Service Learning represents a particular form of experiential education that emphasizes the accomplishment of tasks meeting human needs.

Course Requirements: Service Learning (SL) will be assessed as Satisfactory or Unsatisfactory. Students must receive an assessment of Satisfactory to complete the course for credit. Students who receive an assessment of Unsatisfactory for service learning will receive a course grade/mark of Incomplete. Students who receive a grade of Incomplete must again attempt SL the **following** semester. If a student fails to receive a satisfactory assessment or fails to complete all requirements of SL a second time, he or she will receive a grade of "F" for

the course. Aside from this document (Part B), for all other service learning policies to also honor, please read those relevant sections in PART A of this syllabus where they appear.

Hour Requirements: The SL component of this course requires at least **25 hours of service** during the semester. You must complete all 25 hours, and ALL hours must be completed by **Dec 4, 2015**. Failure to complete this service requirement will result in an Incomplete for your course.

Necessarily, completion of FOUN 3100/3103 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. I will serve as your service learning coordinator in placement and monitoring student hours served and addresses problems. Keep in mind that I and your site supervisor/cooperating teacher may have to communicate from time to time and you will need to communicate with them as well. As they work with you directly at the site, they will address certain problems and needs where necessary with you. We rely on the student to communicate needs or problems to the cooperating teacher/ site supervisors.

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 elementary school aged children. Each service session will be scheduled so that at least 2 hours, 30 minutes per week must be served on a single day, until all service is complete. Some sites may allow for more than 2 hours, 30 minutes of service 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.

You will receive in class (MEETING 1) a presentation about service learning along with a packet with important information. I will serve as coordinator for this section. I will go through your copy of this service learning packet which contains several important items including an **Important Dates Checklist (page 41)**. On this checklist please keep and mark important dates to follow regarding deadline for email time availability, notification of teacher placement, and the first week by which you must have started service learning (or before). You must complete all 25 service learning hours by Dec 4.

The service learning should be done during the same day and time each week at your site as you stated for your time availability. 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.

Please note that our college defines 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 a site where the EFLT service learning coordinator (this instructor) has secured school district permission for placements. No other location or program will count towards these 25 hours. These 25 hours are not to be counted toward fulfillment of teaching internship nor for lab hours nor practica 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. We do not round off any time when tallying the amount served.

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. You will not receive credit for this course until these 25 hours have been completed.

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.

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 visit. I might contact you regarding missing time or time that you still need to serve at the site. If I contact you I'll likely also have the email CC as well to your cooperating teacher / afterschool program 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. Another point, without a willing, approved site placement, no service learning can be performed.

Placement Time Registration: Each student will email me an availability time to serve a site each week for at least 2 hours, 30 minutes (per visit). When you commit to this time and convey it to me, I can then work with the site so they can place you. After I have conveyed the placement to you on email then you **MUST** keep this site and schedule. The site and teacher assigned cannot change at all. Only under extenuating circumstances can the time change - like only in case a student has unforeseen change in their school schedule.

I need to know your day(s)/time(s) you can serve each week for 2 hours and 30 minutes. Once you have provided this then I contact the school with this information. Provide me the above information most preferred before or by Wednesday, Aug 19 -- 3pm if possible. The sooner the better. That way, either before or by the end of that week, the plan is to get you a placement (to be emailed to you) with a specific school and teacher/supervisor. To summarize the above, once you are assigned to a teacher and site I will email you that information (site, teacher name) right away. So please check your email every day please! Please confirm as soon as possible on email once you have received this placement information from me as a professional courtesy. You will need to start service during the week of Aug 24--28.

Orientation to service learning will be done during our MEETING 1 and MEETING 2 of class. I will cover with you the lion's share of general orientation policies, behaviors, dress code, etc.. Remaining details about your specific classroom or afterschool program will be covered by those you will directly work with there. Please abide by this helpful orientation information.

Gather / Share Contact Info & Schedule with Cooperating Teacher / Site Supervisor

Gather and share with your cooperating teacher/ supervisor your AU contact email for sure (and phone - if you wish). You will need to gather info for your cooperating teacher as well once you are assigned to a specific site and teacher and have met them for the first time. Only you can do this. Please keep that info handy in case you need to contact them or they need to contact you. Knowing all the below information will help you know to not go on days when the school is closed and to know what to do if your teacher (or the whole class) is gone during a certain day.

If you have to do make up hours then this information is also important. **Ask your cooperating teacher / site supervisor the below questions on visit 1.**

a--- Make sure you have this person's school email address.

b---When do they start their time at the school each day?

c---When do they have their planning period or are gone (out of the classroom) during certain times of the day?

d---When are any field trips or days that they have planned in advance to be gone?

e---Can you serve their classroom on days when they are gone but when their class is still there? Or, if need be, what other teacher's room you could you serve (for that day only) when they are gone from school?

f---If you know ahead of time that your cooperating teacher will not be there and neither will the class then you may ask your cooperating teacher (in advance) if another room/teacher could be served for that one day only but this must be by the allowance of that teacher only. You cannot just pick a random room to serve when they don't know who you are, etc.

g---Refer to the school calendar so you know all days when school is closed or in half days.

h---Tell your teacher your time you will consistently serve along with another day/time which you can hopefully use as your time for make-ups. Ask to be sure if that make up time is acceptable with the teacher / site supervisor.

Any other contact information they provide you is fine but it is your information to keep, not mine to keep. Please provide them your contact information as well at minimum your Auburn University email. Do not provide personal email since public school email systems and Auburn University often spam out or block personal email addresses like gmail, aol, etc. Know the name of the principal and vice principal at the school you serve and introduce yourself to them if you see her/him in the hallway or other location if it is convenient and non-disruptive. They lead the school.

You will be assigned to a cooperating teacher and given his or her email and room number prior to starting your service learning. Communication with your cooperating teachers is essential for a successful experience! Initially, talk with your teacher about their daily schedule, classroom routines, and procedures as well as their professional expectations for you. Remember, you can and should learn from this teacher. They have volunteered to mentor you so be sure to thank him/her for the opportunity. **Any online dialogue with your cooperating teacher/site supervisor must be on AU email since Canvas is only within the university. So, that is an added reason to be sure to check your AU Tigermail email daily as well as Canvas email.**

Professional Documentation of Time Served On TIME SHEET:

You will keep a timesheet of your service hours throughout the semester. Each site has its own binder I have set forth there containing timesheets for this section of FOUN 3103 students. **When I email you your placement I will include where you will access your TIME SHEET. It differs depending on what school and what teacher or program you serve.** You will record your time served at each day you are on site. The binder with time sheets will remain at the site until

the end of the semester when I will then collect these. The timesheet must be fully completed with hours tallied and the signature of the cooperating teacher or site supervisor indicated at the bottom of the form (see example on page 38). NEVER REMOVE YOUR TIMESHEET FROM YOUR SITE. The signature from your cooperating teacher/ site supervisor does not need to be put on your time sheet for every visit—just after all 25 hours are completed does he/she need to sign at the bottom confirming all 25 hours are served. They also confirm directly to me on email.

--Time must be served under the cooperating teacher assigned to you at the school assigned to you. You cannot change location or teacher assigned.

--Sign in / out during times you serve and only sign for yourself—never for or by anyone else.

--Record time served only on your own log page (time sheet). Your Time Sheet page is only for you, never for anyone else to sign their hours on. Anyone else's hours will be erased.

--Record exact date, exact start time and then end time (once you finish for the day) and then in column to the right, state the exact amount of time served for that day in the following manner described below. For each visit of service learning, please neatly record correct number of hours followed by correct number of minutes as shown below.

2:35 (This mark means you served 2 hours, 35 minutes on that day of service).

This allows for recording a short-hand version but that is understood and used by everyone in the same way.

Never do the following: Do not list a ratio or percentage for time served like 2.5. This could mean either 2 hours, 30 mins or could be 2 hours, 50 mins. Also do not add up time in minutes only like 150m. If you served at least one hour, then record **1:** plus any added time in minutes as shown above.

Recording time properly and accurately as described above will be vital for you to get credit for that time served. Any *amount of time* served that is recorded incorrectly I'll bring to your attention if I need to correct it. A note on your time sheet will be left regarding this either on the front or back side of your time sheet (sign in/out sheet).

Service Learning Hours Binder: Never take your time sheet from the binder except once you are all done with 25 hours and need to get teacher sign off of their confirming you are done with all hours. Put it back right after you have her/his signature. Never take the binder for any reason anywhere off the site campus. Only I will collect time sheets at or near the semester's end. Please leave your Time Sheet in the binder or in its originally kept location once you are done with all your hours.

Ongoing Service Learning Update Assignment: Keep me updated with hours served at the various points in the semester when I assign you to report to me that information. Canvas will be used for this- just to keep me informed on your progress. These reports in Canvas never count in place of a signed time sheet kept at the site. They just help keep me in the loop and remind you of the importance of keeping tabs on your hours. "*Out of site, out of mind.*" So, to combat this human tendency, having you report to me every so often hours served thus far and how things are going will help keep the importance of keeping up with hours fresh in your mind.

Service Learning requirement is 25 hours for the semester, based on starting during the week identified in your **Important Dates Checklist** for Service Learning. You will perform at least 2:30 hours once per week for ten weeks. On dates when a student has completed a certain amount of Service Learning time below, in **brown link, green highlighted** areas on Modules list on the Table of Contents page in Canvas, there are six assignment text boxes for each time increment. In each, click it and type in that you have served that time frame.

--After 2:30 hrs: After completion of at least 2 hours, 30 minutes

--After 5 hrs: After completion of at least 5 hours

--After 10 hrs: After completion of at least 10 hours

--After 15 hrs: After completion of at least 15 hours

--After 20 hrs: After completion of at least 20 hours

--After 25 hrs: After completion of 25 hours + confirmation that hours on time sheet were shown to teacher, the teacher signed, and the sheet was then left in binder at the site.

PROFESSIONALISM

Remember that when you go to these schools, you are to represent yourself as a teacher-in-training. This means you are to dress and behave in a way that is consistent with other teachers on campus. It is what you do that defines you. Respect is earned. Respect stems from how we present ourselves and how we treat and interact with others in professional environments. Teaching and public education environments are strict in this realm since we work with children, minors, and their parents/guardians. We must set a safe and welcoming tone for everyone in such environments. This is the very nature of our profession. The two areas below I have clarified for behavior and dress.

Behaviors:

--Please abide by laws (traffic laws too) in the area since it is a school zone (very important).

--Please do not blast the car stereo when driving around, at, or near the school.

--Please treat all children, parents, faculty, staff and administration at the site with full respect.

--Please be on time when you serve each time at the school. Being on time is another aspect of professionalism. The school relies on you being on time.

--Refrain from all cell phone use. Don't even have the cell phone out in plain view or turned on. If you can, just leave it in the car out of plain site. Lock your cell in your glove compartment of your car or leave it at home. Your time there is to be devoted to teaching and helping, and this devotion cannot be accomplished while on a cell phone. It also looks real unprofessional.

--Never use profanity or any other offensive language, hand or body gestures.

--Talk only onsite about things that are on-task there (related to what you are doing there at that time) rather than about outside life, plans, or other concerns.

--MoU (Memorandum of Understanding): Please refrain from talking about service learning with others in social contexts (with friends, classmates, or others). We may have discussion now and then during class but even then refrain from talking on any specific teacher or student that you work with. This is part of the MOU you signed (see page 39).

--MoU: Refrain from any visual or audio recordings of the site, the room, school grounds, the kids, and the teacher. This includes photography, recording devices (anything of this nature). This is part of the MOU you signed (see page 39).

Dress:

As a representative of Auburn University, you must wear an identification badge when you are at your site. A specific badge has been made for SL students, and you must order one with your name on it. Badges can be purchased at the LRC. Have your badge made as soon as possible, preferably before you begin your SL. Since many students will need badges, allow ample time for turnaround in the LRC.

Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. First off, please make sure your wardrobe at the site *opaquely* covers all special bodily 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 that 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. Proper attire for these reasons is a required course material.

Detailed Dress Code to Follow:

--No undershirts, tank tops, spaghetti straps, flip-flops, shorts, short skirts, or T-shirts with vulgarity or alcohol ads, etc.

--No sophie shorts (or any short shorts-whatever their name or style is called).

--Please wear either some decent tennis shoes or business casual dress shoes. Do not wear sandals, crocs, or similar non-shoes.

--Please cover tattoos, face, tongue or body piercings, scarifications or other body art.

--Do not wear jewelry and/or other decorations on any clothing or other apparel such as hairbraids, beltbuckles, straps for dresses and/or shoes that contain objectionable symbols or images including alcohol ads, anything of a human sexual or violent nature, profane words, etc..

--Avoid wearing torn or ripped clothing revealing any body parts or that look obnoxious in an elementary school setting.

Remember that part of being professional means dressing appropriately for the environment.

Absences: As a professional, attendance during your SL experience is required. If for some reason you are unable to be present, you must notify your cooperating teacher as soon as possible. Please communicate with your cooperating teacher as to how they would like to be notified (E-mail, phone call). Email me as well just so I know you are planning for make ups. Notify all parties by no later than the morning of your scheduled day to attend. They are relying on you to be there so please let them know early if you cannot make it that day. Additionally, it is the responsibility of each student to notify your cooperating teacher, and this university professor/ SL coordinator in advance that you will be absent from service for a religious holiday or school trip. Any missed days must be made up by the end of the semester deadline of Dec 4 but please safely complete make-up days sooner rather than late in the semester though. Refer to the Service Learning Hours Self-Check Gauge on page 40 as a helpful benchmark to help monitor where you should be with hours (by certain dates shown) in order to stay safely on track towards timely completion of hours before the deadline.

Makeup of Service Learning Time: The school cooperating teacher/ site supervisor is to be contacted by you the student regarding scheduling make ups due to 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, then 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 the site supervisor/cooperating teacher 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 supervisor at your site when you can go if you have an unexpected (unplanned) make-up session which needs to be served. In such cases, plan with the afterschool program supervisor of the school you serve via phone or email a day for makeup. Please keep all emails you send to and from the site. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times. The placement times might be somewhat flexible only for purposes of AU student necessity, not 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.

As long as you have site supervisor approval, you could serve "planned missed time" in advance if you know ahead of time that, for example, on two 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. Timely communication with the site supervisor/cooperating teacher vital.

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 this instructor/coordinator may 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 supervisor (*at the site you serve*) immediately to inform them you will not be there that day. 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.

Confidentiality: As you may already know, professionals in education, law, medicine, social work, psychology (counseling) and certain other fields are obligated to maintain confidentiality between themselves and their clients, patients, or education students. Whatever they learn from or about their patients, clients, or students is privileged and private, confidential information and cannot be revealed to others without permission from the client, patient, or students. Be aware that as a service worker in these situations, you may be shared with some privileged information by those you work with. You may learn information about students that is covered by these rules of confidentiality. Speak to your supervisor/cooperating teacher to discuss how the obligations of confidentiality may apply to you. But when in doubt, do NOT reveal or discuss information about students without their permission.

Observing Unethical or Illegal Conduct: The one rule you should always follow is: Do not try to resolve the problem alone-- consult right away with your site supervisor, cooperating teacher or other professionals at the site to whom you are responsible. Illegal and/or questionable behavior at your placement site should be reported to the school immediately and to this instructor.

Liability: You are covered under a Limited Professional Liability Policy for any negligent act, error or omission while performing services in fulfillment of requirements of this class.

Prevention: Prevention is good protection. Pay attention during your orientation. It will give you important tips about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of doing something, consult your supervisor/cooperating teacher or other professionals employed at your Service Learning site. You may be a volunteer, but you are doing real work with and for real people with real needs. Remember the cardinal rule: WHEN IN DOUBT, ASK. The site supervisor/cooperating teacher are there to help.

Contact Information: It is important to check both your University E-mail daily (M-F) and Canvas email. These two modes of contact are the easiest way to contact me and are the way I will be contacting you. You may also contact me during office hours and appointments.

Problems doing service at site: Throughout the semester I will visit sites and speak with site supervisors/cooperating teachers also where possible for any insights they have. Any problems will be reported to me by teachers and/or site supervisors. If any are problematic enough, this may very well affect your final course grade. Additionally, if a person has reports from a site that make the site not want the student serving any more there, then the course grade may become an Incomplete since the college wants students to successfully complete hours with a school they started with during that same semester (Peggy Dagley-COE-2015). It's a serious red flag to our college if a school no longer wants a service learner. It is also very limited with regards to opportunity to finish up remaining hours elsewhere and permission is asked to serve elsewhere for that purpose only after a student has unsuccessfully and problematically served time at the initially assigned site. It takes often at least 2-3 months to be granted permission by the school system to serve at a new site so a person would need to wait that long before completing this time if they were no longer welcome at the initially assigned site. Please ensure your site wants your service!

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 supervisor and show the highest degree of respect for this person, for staff, faculty and children. If I get feedback reports or evaluations from a supervisor or cooperating teacher at the site about your performance there which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, email communication deficits, or attitude issues then any one or more of the following consequences will result: **(A)** possible grade drop by at least one final letter grade, **(B)** meeting with you, the supervisors, myself and the Assistant/Associate Deans, **(C)** being dropped from the site and then, as a result, be given a failing grade or IN (Incomplete) for this course.

***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/cooperating teacher will judge you on the three criteria below and I 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 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: asking for and retrieving feedback about how you can serve better the kids at the site; 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 classroom or 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. Look at it like a vital learning opportunity.

----Timeliness of performance of each week's 2 hour, 30 minute minimum of service learning and make up of time upon missed session within same week or by the end of the following week. See page 40 for **Service Learning Hours Self-Check Gauge** which will help you keep count on where you should be at by certain dates in terms of hours served.

----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, cooperating teacher 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.

Expectations for Service Learning Sites

- ◆ SL students should be given some orientation to the classroom / afterschool program in which they will be working by those who will work directly with them. They should also be instructed in the use of classroom resources that will be used during service learning hours.
- The service learning experience is an educational experience for the student as well as assistance to the school. Duties can be a mix of activities such as: tutoring (individual or small group); lesson presentations (when in comfort zone); leading learning activities; co- supervision of students and; some administrative assistance for cooperating teacher. In terms of administrative duties, these would include such tasks as grading papers, doing some copying, decorating the classroom or hallway, and managing room / class materials/ field or facilities (such as sports or music materials/equipment) if these are requested and helpful for the school, teacher, and students.
- Consider each of these as opportunities to grow and learn as a professional. It is expected that you will be actively engaged in the classroom and/or other environment at the school by assisting the cooperating teachers/program whenever possible.
- ◆ Students should be supervised at all times by a teacher/ site supervisor. Service learners generally should not be left alone with the children or class for more than 15 minutes at a time.

- ◆ Students are not trained to respond to emergency situations such as fights and health emergencies. Therefore, it is expected that the teacher will be in the same physical location so as to respond to these situations should they occur. Know where the nearest teacher is who you can all upon for help just in case something unexpected happens that needs their immediate attention if your cooperating teacher or supervisor needs to leave for a few moments.
- ◆ Daily verbal or written instruction as to their tasks and expectations should be communicated to the student by the cooperating teacher (ask him/her if need be).
- ◆ Timesheets should be signed by each cooperating teacher/supervisor assigned to a student to verify the students' attendance at the completion of the 25 hours. Upon being notified that the above is completed, this instructor will retrieve the time sheets at the end of the semester and verify your final tally of hours to be sure your hours are in fact completed. Students---Please triple check to be 100% sure that at least 25 hours are recorded on your time sheet and signed by your cooperating teacher!! Ill post in Gradebook a status of COURSE CREDIT STATUS of "**READY**" once I have in my hands your signed time sheet AND have verified either over email or in person this signature from your cooperating teacher.
- ◆ Contact me immediately (by email) should any major concerns or issues arise.

Expectations for Service Learning Students

- All of the above items students will be informed on so they understand how the school will work with them.
- Complete 25 hours of service learning before or by Dec 4.
- Provide a schedule of the days and exact hours you plan to serve.
- Call or email to notify your cooperating teacher no later than the morning of your scheduled day if you cannot attend due to an emergency, illness, accident, etc.
- Make up all missed hours sooner after missed time rather than later.
- Sign in and out on your time sheet with date, start time, end time, and time tallied.
- Wear a name tag at all times.
- Adhere to the school's dress code and all rules/ policies as instructed.
- Follow instructions as given for each service learning day and perform service well.

Service Learning Site information: For Auburn Schools Calendar, look on page 42. This calendar covers the schools Wrights Mill Road, Dean Road, and Yarbrough. Please see your email for exact information on your official placement at one of these schools you are assigned to, your cooperating teacher/supervisor, parking, maps, contact information, and where your time sheet will be. Before our MEETING 1, I will have emailed this info to you. Your hard copy of this syllabus will have this Part II of syllabus in a separate handout so it is handy for travel!

AU EMBLEM WILL BE AT TOP HERE

(**THIS FORM IS ONLY A SAMPLE**) - DO NOT USE AT SITE, SHARE, OR REPRODUCE.

FOUN 3103 (MKS section)
Service Learning Experience Time Sheet

Service Learning Coordinator for this student: Dr. Strom stromps@auburn.edu

Student Name Charles Barkley

SL Site Chaparral Elementary School Mon Tue Wed **Thu** Fri

FOUN 3103 Instructor Dr. Deniro

Teacher assignment Ms. Barrieles – Room 43 8:00-10:30am

DATE SERVED	TIME IN	TIME OUT	HOURS WORKED	
8-27	8:00	10:30	2:30	
9-3	8:00	10:30	2:30	
9-10	8:00	10:30	2:30	
		TOTAL HOURS		

Hours must be completed by Dec 4



Supervisor Signature: MUST be signed/dated here on last day Date: _____

(THIS FORM IS ONLY A SAMPLE) - A copy will be given for you to sign and return.

Memorandum of Understanding: Professionalism (REQUIRED)

FALL 2015 - FOUN 3103

Auburn University College of Education Students

Preface: Joint learning ventures between Auburn University College of Education and public schools and/or community agencies create the foundation of field-based experiences for students enrolled in the college's academic programs and/or participating in service activities. Opportunities to practice skills and apply knowledge in professional settings are critical to the success of our students and in graduating individuals who are well prepared for their professions. The college values its partnerships with schools and community agencies, and strives to create partnerships that are mutually beneficial. In preparation for field-based experiences, students are reminded that ethical conduct is expected and required. To that end, this Memorandum of Understanding has been created to communicate to our students and school or community partners the professional expectations that we hold for our students. *College of Education students must agree to and abide by professional expectations included in this Memorandum of Understanding.*

I HEREBY AGREE TO THE FOLLOWING:

- Uphold the policies and procedures of the school and school system or community agency in which I am placed.
- Engage in responsible and ethical professional practices, including, but not limited to, exemplifying trustworthiness, maintaining professional relations with all students or clients, and preserving confidentiality of student or client records.
- Dress and behave professionally.
- Refrain from displaying on websites any personally identifiable information of students (images, work samples) without the written consent of parents and administrators.
- Abstain from posting on personal social media accounts any negative or derogative comments or photos of the school or community agency in which I am placed.
- Show respect for all members of the school community or community agency.

Print

Name: _____ Signature: _____ Date: _____

SERVICE LEARNING HOURS SELF-CHECK GAUGE:

The below dates are good time markers to have served the below amount of service learning hours by. Use them as a comparison for where you are at and then if you are behind just do make up hours to keep on schedule. This is vital. The below does not include unforeseen days possibly missed due to illness, school in-service days, canceled school days due to weather, bomb threats or other problems. So, plan ahead and get ahead on things if possible.

***Email me SL availability by Wed., Aug 19 - 3pm or earlier if possible - Sooner is best.**

SL placement will be emailed during Aug 17--21 week. Check email daily so you could maybe start the following week!!

You must start S.L. hours no later than by week of Aug 24—28. Below is a gauge that shows amount of time each week by date that needs to be completed in order to stay on time. Red dates indicate deadlines!

Aug 24—28 2 H, 30m

Aug 31--Sep 4 5 H

Sep 7—11 7 H, 30m

Sep 14—18 10 H

Sep 21—25 12 H, 30m

Sep 28—Oct 2 15 H

Oct 5—9 17 H, 30m

Oct 12—30 20 H

Nov 2—6 22 H, 30m

Nov 9—13 25 H (*Earliest date for finishing if doing only 2:30 hours each week*)

Nov 16--20 (*Extra week for catching up if needed*)

Nov 23—27: Thanksgiving break

Nov 30--Dec 4: Last week to finish hours!

Dec 7—11: Finals week—Only if need be should this time be used to complete service learning!!

Service Learning for FOUN 3103 FALL 2015 Important Dates Checklist

DATE	EVENT DETAILS
Before or by Aug 19 by 3pm <i>if possible</i> or no later than Aug 21--3pm	Email Strom day/time availability by Wed. Aug 19-- 3pm or earlier if possible. If you miss this date, please email me the info as soon as humanly possible- no later than Friday, Aug 21--3pm!
MEETING 1 Aug 21--6:00-8:45pm	MEETING 1 Back-ups: Sat (Aug 22nd) and Sun (Aug 23rd) 2:00—4:45pm.
---Site Placement Aug 17- 21 ---Start service !! Aug 24--28	<p><u>Placing (Aug 17-21) & start service--(Aug 24--28):</u> School places based on availability student emails Strom by Fri, Aug 21--3pm. I <i>cannot</i> facilitate placement without your availability time info.</p> <p><i>*Placing: After emailing your availability, check your email daily for notification on location and teacher placement!</i></p> <p><u>Everyone placed before or during the week of Aug 17—21st will be expected to start service the week of Aug 24—28. The school is expecting you then.</u></p> <p>MUST START SERVICE HOURS DURING AUG 24—28 WEEK!!! Service will go for 10 weeks @ at least 2 hours + 30 minutes per week or until done with 25 hours. ***You may serve <u>more time each week</u> as long as you plan this with your cooperating teacher /supervisor.</p>
MEETING 2 Aug 28--6:00-8:45pm	MEETING 2 Back-ups: Sat (Aug 29th) and Sun (Aug 30th) 2:00—4:45pm.
Sep 7	<i>Labor Day Holiday for Auburn University AND Auburn City Schools</i>
Oct 15 and 16th	<i>Winter break for AU on both days and on 16th for Auburn schools.</i> <u>The 15th is A.C.S. staff development day so ask if you can or can't serve then.</u>
Nov 11	<i>Veterans Day Holiday for Auburn Schools but not for AU.</i>
Nov 23--27	<i>Thanksgiving break for AU and Nov 25th—27th for Auburn schools.</i>
Dec 4	Last University class day + <u>Service Learning must be completed.</u>
Dec 7--11 Finals week	<u>Dec 10--8pm</u> is deadline for all late/remaining Canvas assignments - no work will be accepted later than Dec 10--8pm on any submission medium (email, Canvas, hard copy, etc). Canvas assignments & quizzes close (<u>shut off from access</u>) at 8pm (CT) on this date.

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUBURN CITY SCHOOLS 2015-2016 School Calendar						
Board Approved Nov. 13, 2014						
August 2015						
New Teacher Orientation.....TBA Great Beginnings						
*Teacher Planning DaysAugust 3,4						
*Staff Institute Day.....August 5						
First Student Day.....August 6						

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Labor Day Holiday..... September 7						
October 2015						
End of 1st Nine Weeks.....October 8						
2nd Nine Weeks Begins.....October 9						
*Staff Development/Parent Conf Day.....October 15						
Fall Break Holiday.....October 16						

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
Veterans Day Holiday.....November 11						
Thanksgiving Holidays.....November 25-27						

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
2nd Nine Weeks Ends.....December 18						
Winter Holidays Begin.....December 21						

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
*Staff Development Days.....January 4,5						
3rd Nine Weeks Begins.....January 6						
Martin Luther King Holiday.....January 18						

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February 2016						
March 2016						
End of 3rd Nine Weeks.....March 9						
4th Nine Weeks Begins.....March 10						
Spring Break.....March 14-18						
April 2016						
April Holiday (Weather Make Up Day).....April 15						

May 2016						
Last Student Day.....May 19						
*Teacher Work Day.....May 20						
Memorial Day Holiday.....May 30						

NINE WEEKS PERIODS						
1st	August 6 - October 8			45 Days		
2nd	October 9 - December 18			45 Days		
3rd	January 6 - March 9			45 Days		
4th	March 10 - May 19			45 Days		

This calendar is subject to change
due to unforeseen circumstances.

☐ *Staff Day, No students
in Attendance