**EPSY 8416 / 8410**

**Learning in the Social Context**

**Fall 2017**

**AUBURN UNIVERSITY**

**Department of Educational Foundations, Leadership & Technology**

College of Education

Professor Paris Strom

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Tigermail, Canvas email and phone voice mail will be checked business days Mon, Tue, Thu, and Fri and first check time on these days is before or by 9:15 am and at 3:00 pm. Wed checked at 1:00 and at 3:00 pm.

**Office Hours**: Unless announced otherwise, I will hold hours Mon and Tue business days from 9:15 to 10:45 a.m. and by appointment to be requested and planned on email at least two business days in advance of date/time requested. I’ll be happy to meet via SKYPE or phone if preferred.

**AUBURN UNIVERSITY - College of Education, Dept. of EFLT -- Fall 2017 Course Syllabus**

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**AUBURN UNIVERSITY - College of Education, Dept. of EFLT - Fall 2017 Course Syllabus**

**SECTION I:** General Course Info & Policies

1. **Course Number:** EPSY 8416 and 8410

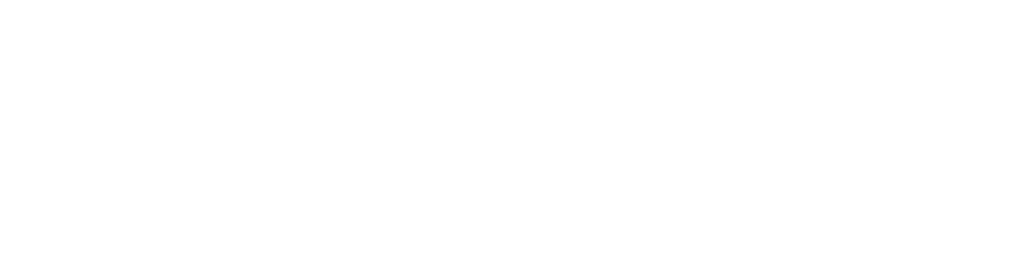
**Course Title:** Learning in the Social Context

**Credit Hours:** 3 semester hours (3 lecture). No prerequisite required.

1. **Term:** Fall 2017 Day/Time: Please note that this course is being offered in Canvas Distance Education format (8416) and in Canvas format (8410) which means all the instructional and assignment materials are to be accessed on Canvas in order to meet the collective scheduling needs of those enrolled. This was made known in a course information email to all who enrolled in the course very soon after they enrolled.

# HOW TO START THIS COURSE: Follow all steps in Orientation PART A and PARTB

Starting the week before classes begin, Canvas will have the first week of material for you to access which will orient you to the course, how to use the course in Canvas, and about the course syllabus. You may start this early or start it during week 1 of classes (Aug 21). This orientation will be located at the very front of Canvas (on the front Home page for the course **“START COURSE HERE”)** in Canvas once you log into Canvas for this course. These are labeled, ORIENTATION PART A and B. Going over this material in Canvas during week 1 of classes will be required and be very important as your way to formally start the course. In terms of the **required** Canvas orientation, this material will be all on video to watch, in quizzes and other tasks to complete, and in the syllabus to read.  There will be at least two quizzes plus other tasks (little assignments on Canvas) to complete in order to ensure you understand the online orientation plus an email you will send to me. You will need to go through these materials before moving on to the second week of course material. If you still have questions after having gone through all the online orientation materials, then we can plan a short phone conversation to answer any remaining questions.



**During week 1 of classes (during week of Aug 21**) please have at least started the **Course Orientation Materials** (also called **START COURSE HERE** containing **PART A** and **PART B Orientation**) located on the front/home page for our course**)** and complete this orientation material before Tuesday, **Aug 29th** 11:59pm. The course orientation will be accessible by Friday, **Aug 18th** in case you wish to start up early. It is fine if you wish to do this material early. You should email me once you have completed these orientation materials so I have heard from you.

**4. OPTIONAL ON-SITE MEETING:**  If you wish to meet on campus to go over much of the Canvas orientation then you can meet me and possibly others in the class in Haley Center, basement level of the building, in computer lab 0015B.

For EPSY 8416 or EPSY 8410 you can meet on either Saturday, August 19th or Sunday, August 20th,  from 10:00am to 12:50pm (two EARLY BIRD SESSIONS) OR either on Saturday, Aug 26th or Sunday Aug 27th from 10:00am to 12:50pm.  If you choose to attend any of the above sessions, you will only choose *one* of the above dates to attend and let me know which one you plan on attending so I know and can be there. There will still be a few things to be done at home but the on-site orientation will cover much of the orientation and be of value to those of you who like face-to-face interactions.

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

Professor Strom, Ph.D., Educational Psychology – Lifespan Development Office: 4080 (4th floor) -Haley Center-Department of EFLT

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

EMAIL/PHONE CHECK TIMES: Tigermail, Canvas email and office phone voice mail will be checked on all business days M,T,R,F (before or by 9:15 am and at 3:00 pm.) Wednesdays checked at 1:00 and at 3:00pm. Any email check time before usual check time or after the usual end-of day check time is only where I need to do so out of planning for other work obligations while also trying to respond to your questions to be helpful. So, please rely on the *usual* time*s* liste*d* onl*y* so if you send email after the 3:00 pm time, (*and any time on weekends or holidays*), then please know that you most likely will hear from me not then but instead by the next university business day morning by 9:15am.

My weekly office hours will be on Mondays and Tuesdays from 9:15 to 10:45 a.m. and by appointment to be requested and planned on email at least 2 business days before requested meeting. I’ll send you email confirmation that either the time proposed works or if an alternate time is needed. Office hours, appointments, and email/phone correspondence are put on hold while I’m away during conferences and business trips. You may email me or call me while I’m gone but I may very likely not be able to respond until my return. I’ll post on my office door and in Canvas announcements if I’m away for a day or longer along with when I return. My office hours begin on the first week of our class and end on the week of final exams. I may from time to time need to reschedule my office hours simply due to having to hold or attend university related meetings which conflict with my office hour time. When that happens, I'll announce in Canvas the time that I have set aside as the replacement office time for that week. I'll also post this notice on my office door.

If you call the campus office phone and I don’t answer then please leave a message with contact phone number and when I can call back or if I can email you the information you need. I will return the call or email as soon as I can do so. If you are there at my door, please wait a few moments as I may need to briefly use other facilities. Also, if you are onsite, please knock on my door loudly as I often leave the door shut in order to alleviate unnecessary hallway distractions/interruptions when I'm in my office working.

Office hours will be held at stated times on-campus and students are encouraged to utilize this time (or appointment times made) to meet in person, SKYPE, or on the phone regarding their questions. Unless an appointment is necessary, all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F). Also check your Canvas Gradebook for grades and look for any comments I leave there regarding your assignments.

**Date Syllabus Prepared:** This syllabus was updated Summer 2017 and is being distributed for Fall 2017 for Dr. Strom’s section of this course, is posted on Canvas in MODULE 1 and is posted in electronic PDF copy in the EFLT Department's online university syllabus repository.

# Course Information Email:

A course information email was emailed to you promptly upon your enrollment or request for enrollment so that you could learn about how to best prepare for the course in ways such as by testing if you could play course videos (with Flash Player) and if you can open PDFs with Adobe Reader. Both of these software have free downloads and links to these downloads were provided in that email to you. Before the course starts, or during week 1 of classes, you should have already responded to all of the TASKS in the course information email (as soon as possible after receiving the email) in order to best prepare and to order your textbook, etc.

# Required Textbook and Class Materials for this course:

**Required Textbook:** You will have only the 1 required course textbook listed below 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 - at no expense to you- but you must access them online. These cannot be sent to you or mailed to you. The required textbook to purchase is, “**Learning Throughout Life: An Intergenerational Perspective**” by Paris Strom and Robert Strom. You will be able to purchase this at the Haley Bookstore on campus if you wish. There are two other options described below.

The publisher is: Information Age Publishing, Inc. ISNB: 978-1-62396-046-9 (*paperback*)

LINK to Publisher Website for this book is below. <http://www.infoagepub.com/products/Learning-Throughout-Life>

You can order it directly from the publisher using link above or you can order it through the Haley Bookstore online ordering link directly below.

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

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 from Haley Bookstore, 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 (*if you order it*) from 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. The course is built entirely around this textbook so not having it will be impossible to effectively learn during nearly all of the course. Thanks in advance for your cooperation. I’ve tried to save you a lot of money by only that 1 item being required.

**Required High Speed Internet Connection:** 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 section so this is vital-no exceptions. Also, you may need to ask your employer or whomever controls your Internet access at the computer you plan on using, to enable your access to Auburn University's Canvas courses if you work at a school or other location that may have I.T. blocks on Canvas. This, only you can address with your I.T. people at your site.

**Required Desktop or Laptop Computer:** Please note that this course was designed for desktop computers and laptop computers. If you use a tablet of any kind, it may be that some websites or files or Canvas features may/might **not** open or work. I cannot do anything about that situation. The same may be true for a smart phone or cell phone. I cannot guarantee any adequate access to course materials for those who attempt to access them through cell phones, smart phones or tablets (including but not limited to iPads). I also cannot change my course in any way to accommodate those technologies in case you have problems using them to access the course in Canvas. Please know this in advance.

**Required Browser:** Auburn University I. T. often recommend students to use the browser Google CHROME which is a free download and it works on MAC and on PC computers

at <https://www.google.com/chrome/> Mozilla often works as well but there are times when certain videos either won’t play with Mozilla and/or the module page may look off kilter with the use of Mozilla. I say this based on experience. So, this is why I always ask students to please use Chrome if and where humanly possible in order to experience the most consistent path of clean and efficient access to course materials.

**Required Tech Assistance to Access:** Once you start the course, please know that you can access a **TECH HELP** link at the bottom of the Course Modules page if you need links to Flash video player download, Adobe Reader, and other similar types of Canvas help or tech help contact information. If you have further technical problems with videos or Canvas issues then please access help using the below process and contacts:

Provide [lrcdist@auburn.edu](mailto:lrcdist@auburn.edu) the info from steps 1-5 (\*below). This can help them gather some info needed to help you solve the problem. I cannot answer any of this information myself at all but will rely on you to contact [lrcdist@auburn.edu](mailto:lrcdist@auburn.edu) for further help. It is recommended to CC me when you contact them just so we are all on the same page.

\*1- your name and contact phone number

\*2- your professor’s name and class you are taking STROM EPSY 8416/8410

\*3- your computer specs and operating system

\*4- your internet connection speed

\*5- the problem you are having (*please be specific*) and where on Canvas or in the course/mod you are experiencing the problem (*tell us the MOD number and the STEP number*).

**Required: Weekly Time Commitment for Effective Learning:** This course is a 3 credit hour lecture course so you will need to plan your time for at least one day per week (*requiring a minimum of 3 solid hours, uninterrupted)* to consistently rely upon for coursework. Also plan on some homework time for some reading and assignments that may require over the 3-hour class time. The time you spend should not have numerous interruptions like cell calls, texting, or other interruptions or distractions. So, if you have many, then simply know that more time after the interruptions are over will be needed to effectively learn each module’s material.

***Recommended:*** One pair of earphones (such as *earbuds*) would be helpful-even just the inexpensive type will do. This is just in case you need to hear a lecture or film and are in a setting where you can’t play it aloud around others (like at a campus computer for example) or at home in the late evenings. Just for you to know, 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.

# Course Description:

Examination of social realms of learning and of the complex nature of learning as a socially shared experience. A few of the many topics will include social development and maladjustment (bullying), the social construction of knowledge, scaffolded instruction, cognitive apprenticeships, cooperative learning, the role of family and community in learning, and online social networks. Social learning contexts and environments of focus will include those for K-12, higher education, the adult aged work force, and retirement aged learners. This course is intended to represent many diverse social contexts of learning throughout the human lifespan. These contexts also portray the value of learning from the interaction of diverse learners across (between) different generations, ethnicities, nationalities, genders and other sectors of human diversity/contexts.

# Course Objectives:

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

-- identify and describe several social contexts of learning (settings, target groups, approaches, issues).

-- identify and synthesize numerous implications & applications for learning for different learner target groups in their varied social contexts and settings.

-- analyze and evaluate the numerous obstacles in learning for different learner target groups in their varied social contexts and settings.

-- synthesize numerous solutions (suggestions for improvement) in response to obstacles in learning for different learner target groups in their varied social contexts and settings.

-- synthesize and explain several implications & applications of learning theories and approaches in social contexts.

-- apply theories, approaches and models of learning in personal and professional social contexts.

-- identify and evaluate research implications for various learning theories, approaches, models, and target groups in relation to relevant social contexts.

# Distance Education / Canvas Learning Format:

ALL course material and assignments for this course will be accessed on a week-to-week basis online via Canvas. You will read readings, view lectures, and use course materials online from week to week but you will do this at a time that works within your weekly schedule and submit any and all assignments by the weekly deadlines (*stated in this syllabus*) for each module (MOD). The lectures and all other course materials are accessible 24/7.

Course material is to be accessed via Canvas files and links and in the textbook you purchase. On Canvas, some material will include assignment instructions, while other files or links will have video lectures, readings, etc. It is entirely the obligation of the student in this course, since it is in this format, to ensure they have proper, reliable access to a desktop or laptop computer with Internet (at home, work or school) to access this Internet based material. This will mean for example, downloading Flash player (free) to be able to view the lectures and downloading 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*** *any of the following: thumb/jump drives; DVDS; VHS tapes; CDs; printed course packets; and not placing course material on any other online location or website, online repository, etc.*).

If you are at a place of work where the computer is controlled by I.T. staff, please quickly communicate to them your needs of accessing any and all files on the Canvas site and for them to download any and all software needed to open documents (*Adobe Reader*) and to view videos (such as *Flash* player). Taking the appropriate steps to access the material online will be required. Many of the videos for this course, with films or speeches or animations, will be on Internet websites so please download whatever video player software is needed (*often is Flash but could be sometimes other player depending if you use a Mac or PC computer*). Flash works on both platforms. We have already had you test your Flash player as a preparation for this course in advance.

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. This functionality please note is for computers including desktop and laptop computers. Anything that is not the above may (might) very possibly not have all functionality of videos, links, and/or other materials being accessible and I will not be able to change my course materials in Canvas 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 for you.

Please watch all the lectures and films as directed in each module’s STEPS but you may do so according to times of day or on days that meet your schedule best as long as you complete each module and its assignment(s) before or by the posted due date for the module assignment. These dates are shown in this syllabus and posted on the main COURSE MODULES page for the course in Canvas next to (to the right of) each week’s module. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. The time factor is in your hands as long as components and assignments of the course are completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). I think you will enjoy the freedom of this course format but be aware that with this freedom comes responsibility and expectation of going through the material in its entirety and in a timely manner. Again, please be 100% sure to read, watch, and do all course material in a timely manner in order to maximize your potential for success in the course. This will be a core expectation.

**SECTION II:** Modules, Assignments, Grading

# How to Access all Learning Modules and Assignments:

You will access each learning module by logging into Canvas, going to the Home page, and then clicking the blue COURSE MODULES link. This takes you to the COURSE MODULES page which contains all the learning modules. Each module is titled with the lesson theme, start and end date, and indicates what type of assignment is due. Page 10 shows all this as well as the point worth per module assignment for your quick reference.

**The Canvas COURSE MODULES page contains all learning modules with the following instructions:**

COURSE MODULES

**Instructions**: This page contains all learning modules (Mods 1-13) for this course. MOD 1 provides our orientation. Each MOD has a start date and ending date and in nearly all cases is 7 days in length. Complete work in each MOD before or by its **red, bolded underlined ending date** shown below as the deadline for that mod's assignment.

**Assignment Legend: D** = Discussion, **+** = small items, **Q** = Quiz,

**R** = Reflection, ***T*** = Text entry

After each type of assignment shown is the point worth. All normal deadline times shown on the next page for online submitted work are due by 11:59 p.m. (C.T.) except for the final cutoff date of Dec 15, 6 pm. For [**TECH HELP**](https://auburn.instructure.com/courses/922853/pages/t-dot-h), click this link. Study from materials in each MOD by following all STEPS. Each step is marked with a dark blue flag just for quick visibility. Assignment instructions and a link to submit each assignment are *inside* each MOD in the **$ green link**. Pay attention to the MOD heading in light blue atop each MOD. The small **c** in each module title indicates chapter number from your textbook of focus.

**Course Content Outline and Assignments:** The schedule on the next page displays the exact time allocated on the identified course content per module. Exact layout of content is seen inside each week’s learning module that you will follow step by step. The module STEPS consist of what to do (read, watch, explore), where to access it, and what to submit for your assignment. These are laid out on each module in a very clear step by step manner. Please follow each module’s STEPS exactly. All active links you are to access to each learning module, and within each module to readings, assignments, and videos, are indicated with a **bullet (to the left)** except when they are obviously a URL.

The Course Content schedule on the next page contains the Module list with all assignments, point worth, and start and due dates for modules, etc.). Again, these modules with all MOD information is also posted in Canvas on the COURSE MODULES page.

# LEARNING MODULES 1—13: Course Content Schedule

**START COURSE HERE (Course Orientation)**

**MOD 1** Part A & B Orientation -------------------------Aug 21 - **29: Q, D\* +** 100

# PART I: INFANCY & EARLY CHILDHOOD (Birth--Age 6)

**MOD 2** Language & Soc c1 / Self-Cntrl & Patience c2----Aug 30 - **Sep 5: D** 100

**MOD 3** Reflection & Imagination c3 / Fear c4---------------Sep 6 - **12: D** 100

# PART II: MIDDLE & LATER CHILDHOOD (Ages 6--10)

**MOD 4** TV & Social Net c5 / Selective Attention c6--------Sep 13 – **19**: **R** 100

**MOD 5** Integrity & Ethics c7 -----------------------------------Sep 20 - **26: D** 100

# PART III: ADOLESCENCE (Ages 10--20)

**MOD 6** Identity c8 / Team Skills c9 ----------------------Sep 27 - **Oct 3: R** 100

# PART IV: EARLY ADULTHOOD (Ages 20--40)

**MOD 7** Creative Thinking c11 / Stress c12 ------------------Oct 4 - **10: D** 100 **MOD 8** College & Family Choices c13-----------------------Oct 16 - **24: R** 100

# PART V: MIDDLE ADULTHOOD (Ages 40--60)

**MOD 9** Self-Eval & Maturity c14 / Recip Learning c15------Oct 25 - **31: R** 100 **MOD 10** LCs / Caregivers & Aging Parents c16----------------Nov 1 - **7: R** 100

**PART VI: OLDER ADULTS (Age 60 +) & Exploration for Connections MOD 11** Grandparents c17 / Cog Health c18----------------Nov 8 - **14: R** 100

**MOD 12** SL / Longevity & Change c19----------------------Nov 15 - **Dec** **1: R** 100

**MOD 13** Exploration for Connections--------------------------Dec 2 - **8**: **D** 70

***\*****All late/remaining assignments must be submitted before* ***Dec 15, 6pm (CT)****.*

Note: MOD 10 **LCs** =Learning Communities / MOD 12 **SL** = Service Learning /

See chapter titles in textbook for full titles which are abbreviated above for each Mod.

**Submission of Assignments:** Each module (MOD) allocates 5 full business days plus the weekends in which to complete the work (**7** full consecutive days). The due date (*deadline*) for each module assignment is indicated in red, bolded, underline in this syllabus. These are due on the ending date (**Tuesday evenings**) of each module by 11:59 p.m., Auburn, AL time (C.T.). These due dates are also shown on the **COURSE MODULES** page in Canvas per module. This schedule provides you as much time as possible (*for each module*) if you need that time in order to complete each module and submit the assignment.

With the Discussions assignments, please note that it will be my kind request to please use manners in responding promptly to our discussions. Also, if you submit one part of a discussion response, (like your posted response only) then I'll grade it but then cannot post remainder points until you complete the discussion task (responding to a classmate(s) about their posts).

***Format in Assignment Submission:*** Unless stated otherwise, assignments with attachments required must be submitted in a Word file attachment posted to the ASSIGNMENT area (*we will go through this for orientation*). Each module assignment has its own INBOX labeled for that module. When you submit your Reflections Assignments, please label/name your file first with your last name, followed by the module number spelled out and in caps. *Example:* **stromONE**

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

It is a student’s obligation to self-check that what was submitted was done so correctly, (*that it contains an attachment which can be opened, and that the attachment is in a software I can open, mark and do a word count on*). All deadlines are based on time zone in Auburn**,** AL (C.T.). Submit assignments with time to spare please.

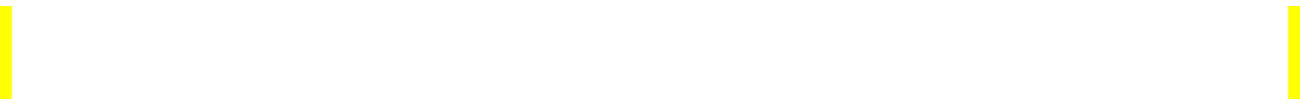
***Submitting Assignments in Advance:*** You may submit an assignment *ahead of time* where often allowed usually no more than two mods in advance. Keep in mind if any Tigermail or Canvas email or assignments are submitted on weekends, I’ll check them/grade them on the next available business day (*usually Mondays*). Holidays are not assignment due days and are also not official check/response days for Tigermail, Canvas email, phone voice mail, or check- in/grading of any work submitted or resubmitted. The assignment submission area in Canvas shows the exact date / time when an assignment opens up for access to student submissions. Please wait until it opens to read the assignment instructions and to answer the questions and submit them.

***Timing Concerns of Assignment Submissions:*** If I did not receive your response by the posted deadline, then the following day as soon as I can I will post on your Canvas gradebook and Tigermail a status of **NOT RECEIVED (3 business day extension -EXT)** which indicates the assignment has not been received and *you will then have until the end of the 3rd business day after the due date to submit (will be the following Friday evening)*. I also, at that time, will post a temporary grade of 0 (zero) points showing then the effect of missing work on the running course grade. After the initial extension time as expired, if you request an **EXTRA- extension**, this will be noted in the comments area for that assignment in the gradebook. Once either of these statuses have expired then the grade is then left as a zero points earned 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 if you are marked as having a 3 day extension or EXTRA-extension (if you requested it). You will know if I received late work once I post a grade for the work after looking at it. Once work is received, (assuming it is *fit for grading*), I’ll need my normal amount of time to grade it. The three business day extension and the EXTRA- extension I define in detail in the next sections.

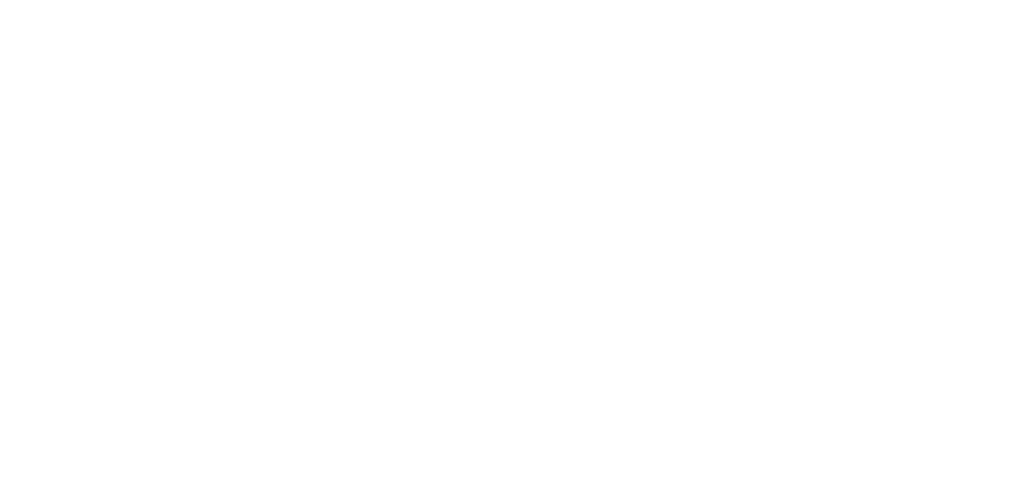
***Timing Concerns [Extensions for Assignments]:*** I will allow extensions for assignments with an automatic extension of 3 consecutive business days immediately following the originally assigned due date as shown in the syllabus. Any longer after this 3rd business day extension (on 3rd day after the 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 3rd day (last day of your initial extension)**. Once this 3rd 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 possibly as much as a 30% deduction in points from those points earned. So, if a student needs more than 3 days after an original due date to submit work and also wishes to avoid a LATE submission point deduction, then please email me no later than by the end of this 3rd day after the original due date. The request for the EXTRA-Extension must state to me a specific date 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 EXTRA- Extension requested, if possible, would be only for a few days extra and no more than a full week.

Otherwise you may get really behind.



***Timing & Quality Concerns [Resubmission of Assignments]:*** I do allow for a resubmission of work for possibly a better grade as long as the late points are understood to still have an effect



(*as much as 30% deduction in points from the points earned 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 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 points can apply if a resubmission is submitted after the 3 day 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 (of either type) be done, if at all possible, within the 3 consecutive business days after the original due date for the module of concern (or very soon thereafter) in order so that you will not fall behind and to keep our discussions (when assigned) as timely as possible for you, your classmates, and myself. The latest that any submission or resubmission (of any type) can be accepted will be before Dec 15, 2017, 6pm CT. Nothing can be submitted (or resubmitted for any reason) any later than this date in order to for the points to take effect for course credit for this semester. Canvas shuts off from accepting work at 6pm CT, Dec 15, 2017.

# Assignment Criteria & Expectations / Procedures for Holistic Scoring (Grading):

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 shown 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 minimum, which may differ per each assignment. Carefully follow instructions.

**Submit responses that meet or exceed word count minimum.** 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 more than 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 400 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. Extra length of a response has little or nothing to do with the score earned as long as it (the response) meets the minimum word count stated in the instructions for that assignment.

**Word Count Minimum Definition:** Word count of a student response will never count page labeling, name or MOD at the top, restating of the questions, citations, or anything else. 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. Word count minimum for an assignment does **not** indicate the word count minimum required per each question within that MOD assignment. Instead, it means that your written response to all questions for a certain module assignment, when your response is added up, must be at least the stated word count and it may be more if you wish.

**Final Course Grade Scheme**: Definition of **“**A**”** level final course grade**:** A final course grade of “**A**” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. This means that a student must submit ALL assignments in their entirety, on time, and with good to great level of quality. Below is the breakdown for each letter grade.

# Course Grading Scale by %

92%– 100% = **A**

80% – 91.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**

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



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

Each module has exact assignment points listed in red type on page 10 of this syllabus.

**Canvas Grade Postings:** If a mark in your gradebook is of concern but not understood then email me. I’ll gladly communicate back with you. If you aren’t sure about how well you are doing overall even after examining your gradebook, then please ask me so we can meet to go over how to interpret the gradebook at that point in time (*either via phone or in person*). The sooner you ask the sooner I will be able to communicate to you about it. Your gradebook in Canvas will have posted the numeric score in points for each assignment. Canvas will also post a comment about which assignment is late and how many points were deducted, as well as any simplified notes regarding the points deducted.

I’ll update grades on Canvas daily M-F (business days) and will do so where possible, as close to after I receive your work as possible (*often within a day or two of it being received*). Times when I travel on university business (or when I have other pressing demands) will likely require up to 3 business days after the date the work is submitted for the score to be posted. It is not often I'll need this but from time to time I may need it just as you may need an extension.

During the semester, scores and brief related comments 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. You can check your grades 24/7. Please have your Canvas notification settings set to receive an email notice to your Canvas email inbox and that will also go to your AU Tigermail. These come to you when I send announcements in Canvas, post grades or comments to graded work in Canvas and when I send you email in Canvas. Students are responsible for checking their Gradebook in Canvas weekly.

In looking at your course grade in Canvas gradebook (at any point during the semester) if there are still assignments unsubmitted and without a grade (*without a score at all*), then the ongoing/running course grade AND the final course grade and percentage are only calculated based on the assignments that have grades (*point scores earned*) that were entered into the gradebook in Canvas, *not any ungraded, unscored material*. Remember I will allow until a stated deadline during finals week for you to submit or resubmit any remaining work. So, please be mindful of this. If a person has an A as shown in the gradebook, that’s **only for work up to that point in time that has scores recorded** but the course grade does not reflect the final course grade of any unscored or yet to be scored work. So, please be sure to keep in mind any remaining work in need of submission. Any assignments that are unscored and that, without submissions before the finals week deadline, will turn to zeros and those will affect a final course grade (unless submitted before Dec 15 deadline). I’m sure for most people this is common sense but I just wanted to be sure we are all on the same page since the last two weeks of the semester are so hectic. Please monitor your Canvas gradebook often which shows any and all assignments that are unsubmitted or recommended for resubmission or that have yet to be submitted (for a future due date).

Before or by 12 p.m. on Monday morning of the last week of classes for the university I will mark in your Canvas Gradebook any and all unsubmitted assignments with zeros but ONLY so that at that point in time, you will then know the full mathematical effect these unsubmitted items have on your final course grade. You will then know I will provide until before 6 pm on Dec 15, to submit any and all remaining late work to me in order to receive any credit on it towards the final course grade. Once received, then I replace the zero(s) with whatever points are earned.

***Notice about extra credit:*** In terms of extra credit, please know that I do not allow for it. The helpful reason for this is to grade the work required within the scheme of possible points allowed in order to (A) not cause any grade inflation and (B) to maintain student motivation for doing well on and for submitting all course assignments.

**SECTION III:** Other Course Policies

# Other Class Policies:

1. **Professionally Plan Your Study Time:** You will have assigned readings and video lectures posted in each module and listed in steps to follow. Carefully follow each module’s STEPS and instructions by doing all work (*readings, videos, and other tasks in exact order*). It is recommended to begin working on each MOD and its assignment early on rather than late. I've posted these for view all at the beginning of the course in order to make this feasible and have also embedded in the schedule a safe window of work time. Looking ahead of time at each module will help you determine what needs to be done in each module before you work on your assignment for that module. By planning ahead, this will allow you enough time to actually go through the module materials (*readings and videos/films*) and then complete the assignment for that module. Please a*bide by the listed start date and completion date for each module*. Except where shown otherwise, the completion date for each module's online assignment is always the same week day (**Tuesdays**) when the assignment will be due for that module (*by that same evening 11:59pm‐C.T.*). For all remaining late work, the final cut-off deadline of Dec 15, before 6p.m. will be provided.
2. **Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas email and Gradebook for this course. I'll certainly respond to Tigermails but we need to also use Canvas email often because it is 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 a person about announcements or problems so they can take the steps necessary to correct things in a timely manner. Please **only** use your official student Auburn University Tigermail and not personal, non-student email addresses.

# Understanding the Syllabus and Canvas Course Material:

Please carefully read this syllabus and Canvas course material so you know the policies, duties, assignments, due dates, etc. Knowing them and fulfilling them will lead you on a path to success in this class.

1. **Academic Honesty / Misconduct Code:** All portions of the Auburn University student academic honesty code will apply to this university course. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. Unless I state otherwise, all assignments will assess your personal (individual) knowledge of course material. ALL assignments are to be done individually only. If someone is giving help to someone else on their assignments or doing their assignments for them then that’s considered cheating by our university. Additionally, your assignment instructions require you to write your understanding of course material in your own words (avoid using quoted material) and where applicable, to cite the work of others. Auburn University utilizes the services of plagiarism detection software for professors to screen student work. I will not award a grade or points toward a grade for assignments unless and until each is submitted in the manner and format required.
2. **Special Accommodations**: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours (*or appointment*) during the first week of classes (*or as soon as possible if accommodations are needed immediately*). The student must bring a copy of their Accommodations letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
3. **Course Contingency**: If normal class is disrupted due to mass, campus-wide illnesses, city or campus wide emergencies, or campus or a city wide crisis situation, the syllabus and other course plans and assignments may be modified (*within reason by this instructor*) to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials, and this will be announced in the Canvas announcements and on Tigermail. Again, this is put into effect *ONLY* for problems affecting the whole campus or city(s) and for several days or weeks of impact.
4. **Required Auburn Email Account and Synchronization:** Keep your email account active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers. Please take note of their hours of operation for the LRC which are posted right outside their entry doors. If you have any more specific questions regarding certain days or hours of operation or other LRC related questions just ask someone at their LRC helpdesk.
5. **Scaffolding (help) Policy:** After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (*help*). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. Some areas of improvement on a task will be left unsaid so that a student can learn to apply assignment criteria so they can effectively search, locate, evaluate, 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 and responsibility is reinforced by an instructor and placed back onto a student, particularly a graduate student. So when someone says in an email or in class, “*Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade.”* Again, if I've already helped a reasonable amount in that way, then this is not an appropriate request. It is your work. It is your job to do this before submitting it for a grade.

Instructor help should be given where appropriate but should never be assumed to be entwined with a student’s grade in such a way that blame for a lower than expected assignment or course grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment(s) before it/they are submitted for grading. Again, some help is fine but this needs to have some limits in order for true learning to take place and be evidenced. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. This expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (*grading*) will be of what you do, on your own, with what you’ve learned, practices, skills, thinking, etc. A student can’t grow if all of their improvement rests solely on the extent of their teacher to help them with things. Instead, they need to internalize what was learned and to then apply it in a self-help, self-regulatory manner. From time to time, it may be necessary to remind someone that they may be asking for an undue (*excessive*) amount of “feedback” or help. I’ll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment and I’ve played my helper role for this particular assignment to the fullest. The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a student on any one assignment and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor.

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

1. **Ethics of grading and earning a grade (*sound and fair grades*):** A student may ask a question on assignments (*within reason*) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved final 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 an*y* reason does any student “need” an A. Such requests or comments are extremely inappropriate, unethical, and disrespectful from the perspective of our university, our college, and the education field. A basic rule and need that educators are hired to honor is to honestly grade a student based on criteria and grading systems established, and to do so as fairly as possible. So, this university asks students to please refrain from making any such comments or requests at all to instructors in person, on email, in writing, or on the phone. Such statements, *(whether intended this way or not*), are simply unethical and very misguided ways to apparently appeal to an instructor’s supposed sympathy, sense of forgiveness, etc.. In reality, our job (*our paid duty*) is such that, just as important as is our instruction is our grading (*judgment*) on the level of student attainment of course objectives. Please also refer to the Alabama Educator Code of Ethics (5)(c)5.(i) to further your understanding of ethics in teaching.
2. **Add/Drop, Withdrawals, and Incompletes:** Grades associated with (IN) or (IP) Incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy (se*e* A.U*.* Bulletin lates*t* edition)*.* If you wish to drop this course, you may do so no later than by the official drop date indicated by the Registration Office. After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education. According to AU Policies, Incompletes (IN) and (IP) are given only under certain conditions and terms (*see AU Student Policy e‐handbook*). Please refer to the active links to this Student Policy e-handbook and to the Academic Calendar (which shows dates for drop/add, etc.) on your HOME PAGE in Canvas. They are on the last page of this syllabus as well.

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 a potential need for an 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 (assuming a student is eligible for this status). This notification must be stated to the instructor by the student on university email well before grades are due for the course, before the end of the semester, and before the assignment cut- off date/time of Dec 15—6pm. Also, at least 50% of coursework must be completed satisfactorily (C or higher) in order to be eligible for an IN (Incomplete).

Always look for confirmation of my receiving any such notification from you in order to be sure I did in fact receive such important information from you. Please do not assume that I received an email of such magnitude. You must hear back from me on email to be sure. This way, my confirmation to you completes the full communication loop.

Student request for an IN must be stated to the instructor on email by the student **before** the cut-off date of December 15, 6pm. If this is not communicated before that deadline expires, then an instructor must only give all **un**submitted work zero (0) points which will impact on a final course grade and no recourse by the student will be permitted by the university.

An Memorandum of Understanding Form for a proactive approach to an Incomplete is shown below which you can sign at our meeting that can enable you, if you are eligible, to then be granted the Incomplete in advance if necessary. This must be provided to me signed and dated along with your most accurate phone number and email. **If you do not attend our on-site orientation meeting, then simply email me this request for an Incomplete. You can copy and paste the Request Form (below) into the email and fill in your name, phone, and date.** An email from you with this information at the semester’s start (preferred) will be fine as a proactive request-- *just to be safe! Once I receive this, it allows me to file an Incomplete through Work Flow at or near the semester’s end.*

**Request** **Form** for IN (Incomplete): EPSY 8410/6- Fall 2017

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ request an IN (Incomplete) upon the situation in which:

(A) I have at least 50% of course work completed and done so satisfactorily (with each assignment completed earning a C or higher in earned points), and

(B) if I have not requested from the instructor an IN via email before the assignment cut-off date (Dec 15--6pm, 2017) stated in this syllabus. I understand this means the time allowed for an IN will span over a few months time that I must agree on with the instructor. I also understand that in order to ensure that the course is accessible to me during the IN time, that I must talk with this instructor either via phone or in person in order to confirm my access.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\**Student Policy e‐Handbook* <http://www.auburn.edu/student_info/student_policies/>

\**Academic Calendar* <http://www.auburn.edu/main/auweb_calendar.html>

1. **Changes in Syllabus:** Any changes in syllabus policy, assignments, points, etc. will be announced on campus class-wide email and in Canvas Announcements. For change in assignments, these changes will be announced in Canvas Announcements and in a class- wide email. Students are responsible for being aware of changes by checking these areas of communication.

*Thanks for reading this syllabus and becoming informed about the course so you can succeed!! I look forward to you being in this course, reading your assignments, and corresponding with you. ‐‐‐‐‐‐‐End of Syllabus– Paris Strom © 2017‐‐‐‐*