### Organization of Program in Secondary Science Fall 2018 Course Syllabus and Timeline

AUBURN UNIVERSITY SYLLABUS

Course Number: CTSE 7530 Course Title: Organization of Program in Secondary Science

Credit Hours: 3

Prerequisites: none

Corequisites: none

Class meeting times:

Tuesdays 10:00am-12:50 pm

Date Syllabus Prepared: August 2018

Professor: Dr. Melody Russell

Texts or Major Resources: Recommended: NGSS (Next Generation Science Standards)

Students are required to have read any assigned readings out of this textbook in addition to the required textbook readings. A few copies of the following textbook will be placed on reserve in the LRC in the event that there are assigned readings from this textbook.

**Recommended Text –**

**Kellough, R. & Kellough, N. 4th Edition Secondary School Teaching: A guide to methods and resources. Merrill: Prentice Hall. New Jersey.**

\*Additional readings on various programs in science education and related topics will be disseminated during class meeting dates. Alabama Course of Study: Science. 2015 Download and print off ALL sections except grades K-5 sections. You will only need grades 6-12 from the course of study.

Next Generation Science Standards/ NGSS (see online resources)

Course Description: Program model components and standards in science education.

Various articles and readings will be disseminated and are considered required reading to prepare you for the material that will be covered in class.

The course address the five standards listed below relative to categories of teacher competencies outlined in AU EDUCATE Alabama. These five standards include content knowledge, teaching & learning, literacy, diversity, and professionalism. Upon completion of this course, you will be able to:

|  |
| --- |
| **Standard 1: Content Knowledge** |
| 1.1 Demonstrate deep knowledge of subject-­‐matter content and an ability to organize related facts, concepts, and skills |
| 1.2 Use learners’ prior knowledge, experience, and interests to plan content and to help individual students attain learning goals |
| 1.3 Connect the curriculum to other content areas and real-­‐life settings to promote retention and relevance |
| 1.4 Design instructional activities based on state content standards |
| 1.5 Provide instructional accommodations, modifications, and adaptations to meet the needs of each individual learner |

|  |
| --- |
| **Standard 2: Teaching and Learning** |
| 2.1 Design a classroom organization and management system |
| 2.2 Create a positive climate that promotes respect and responsibility |
| 2.3 Create a safe, orderly, and stimulating learning environment and nurtures responsibility, motivation, and engagement of learners |
| 2.4 Develop challenging, standards-­‐based academic goals for each learner |
| 2.5 Engage learners in developing and monitoring goals |
| 2.6 Design coherent lessons that integrate a variety of instructional strategies |
| 2.7 Create learning activities that optimize each individual’s growth and achievement within a supportive environment |
| 2.8 Use formative assessments to adjust instruction |
| 2.9 Use summative assessments to measure learner attainment of specified learning targets |
| 2.10 Maintain evidence and records of learning performance to communicate progress |
| 2.11 Analyze and use disaggregated standardized assessment results for planning |
| **Standard 3: Literacy** |
| 3.1 Demonstrate standard oral and written communications |
| 3.2 Foster and respond to effective verbal and nonverbal communication during instruction. |
| 3.3 Use age-­‐appropriate instructional strategies to improve learners’ skills in critical literacy components |
| 3.4 Integrate narrative and expository reading strategies across the curriculum |
| 3.5 Develop skills to solve math problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions |
| 3.6 Communicate mathematical concepts, processes, and symbols |
| 3.7 Identify and integrate available emerging technologies into the teaching of all content areas |
| 3.8 Facilitate learners' individual and collaborative use of technology |
| **Standard 4: Diversity** |
| 4.1 Develop culturally responsive curriculum and instruction in response to individual differences |
| 4.2 Communicate in ways that show sensitivity to diverse populations and respond appropriately to cultural, ethnic, and social differences. |
| 4.3 Demonstrate and apply to own practice an understanding of how biases can affect teaching |
| 4.7 Understand and recognize the characteristics of exceptionality |
| 4.8 Facilitate inclusive learning environments that support and address the needs of learners with learning differences and disabilities |
| 4.10 Design learning experiences that engage all learning **preferences** |
| **Standard 5: Professionalism** |
| 5.1 Work in partnership with cooperating teacher to facilitate student learning and well-­‐being |
| 5.2 Participate in professional growth opportunities to improve teaching practice |
| 5.3 Perform as a leader at the program level and within the school |
| 5.4 Promote professional ethics and integrity |
| 5.5 Comply with local, state, and federal regulations and policies |

\*Please Note: This document is subject to minor amendments and we might need to adjust the schedule as we move through the summer semester, adjusting the pace for the readings and inserting into the agenda additional resources that may become appropriate. Pay close attention to assignment dates.

**Course Objectives: We will examine program models, components, and standards in the area of specialization.** This course is designed to teach you how to interpret and apply the Program Standards from the Next Generation Science Standards (NGSS) and Alabama Course of Study Objectives (ALCOS) through exemplary curriculum resources and professional experiences. The material learned in this course can be integrated within your text-based curriculum and secondary subject area, middle or high school. Featured curricula will also emphasize student inquiry in learning and applying science like scientists. Much of the curricula will also focus on the study of environmental issues and problems as well as STEM contexts and applications of science.

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

1. Use published national and state standards for science teaching and learning to create a classroom-learning environment that fosters science literacy for students in chosen certification area. Student must know specific standards in their major certification area.

2. Access information from remote sources on the Internet through electronic mail and the World Wide Web. Must know where to locate at least 10 science education resources of potential value.

3. Describe advantages of integrated approaches to science teaching as a way of achieving national standards in science education. Student should have a well-developed rationale for using integrated science.

4. Describe the advantages and disadvantages of field trips or visiting speakers, referring to specific examples such as those encountered in this course or one you plan.

5. Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams. 290-3-3- .04(5) (c) 1. (ii).

6. Knowledge of a range of professional learning opportunities, including job- embedded learning, district and state-sponsored workshops, university offerings, and on-line distance learning. 290-3-3-.04(5)(c)2.(ii).

7. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. 290-3-3-.04(5)(c)2.(iv)

8. Utilize curricula that support the **NGSS** across grade levels (e.g., life science and earth science) and disciplines (e.g. (science and math) through use of inquiry-based approaches.

9. Connect science to community and student interests through application to social scientific issues and

engineering.

10. Continue professional growth, collaboration, and networking through attending the state science teachers’

conference.

### Course Content and schedule:

Please note that this class meets in 2462/4 Tuesdays 10:00-12:50pm. All class-meeting dates are considered mandatory. Students may also be required to participate in online discussions/assignments, which may occur during class meeting dates. Attendance is considered mandatory and all absences must be in accordance to the AU ehandbook policy for excused absences and all absences excused or unexcused are still at the discretion of the professor of the course.

### \*Please note that additional readings and material will be disseminated and covered on the dates listed below even though they may not be included under the weekly agenda. Articles or readings will be passed or assigned no less than one week prior to the week that they will be discussed.

**Tentative schedule: Please keep in mind that we may have to adjust the pace of the course periodically.**

**PLEASE NOTE THAT TIMES FOR CLASS MEETINGS MAY BE SUBJECT TO CHANGE BASED ON SCHEDULED WORKSHOPS FOR PROFESSIONAL DEVELOPMENT. STUDENTS WILL BE NOTIFIED AT LEAST 1 WEEK PRIOR TO THE CLASS MEETING DAY IF THE TIME WILL BE MODIFIED TO ACCOMMODATE WORKSHOP SCHEDULES.**

**FIELD TRIPS: Field trips are a part of this course and students will be expected to attend field trips. Possible locations for field trips may be to the Forest Ecology Preserve, AU Arboretum, Tuskegee National Forest, Callaway Gardens, AU/Opelika Boys and Girls Club, AMSTI site, and the ASIM site. Please note there may be additional sites to travel to for professional development.**

**CLASS TIME: PLEASE NOTE THAT CLASS TIME IS DESIGNATED AS 10:00am-12:50PM. PLEASE COME TO EACH CLASS PREPARED TO STAY THE DURATION OF CLASS.**

**Please note that some class meetings may be designated as virtual (Zoom). Especially if we have a guest speaker. Prior notice will be given if the class meets virtually.**

**Tuesday August 21** Introduction to course/review of syllabus

What do you already know about science teaching? What do you want to learn about science teaching?

August 27-Sept. 10 Drop course penalty days-Dropping course during these days will result in a $100.00 drop

fee per course dropped.

**Tuesday August 28** **Technology assignment due today**

### September 3 (Labor Day)-No classes

### September 4 Microteaching I due today

**Tuesday September 11** **Lesson planning**

**Tuesday September18** **Library research for Program/Curriculum assignment**

**Tuesday September 25** **AMSTI**

**Tuesday October 2 Microteaching II due today**

Early Alert October 8

**October 9 (**Midsemester 36th class day)

**Tuesday October 9** **Discussion on NGSS and ALCOS**

**Tuesday October 16** **AMSTI**

**Tuesday October 23** Programs in Science Education

**Tuesday October 30 AMSTI**

**Tuesday November 6** Programs in Science Education (Project Wild)

**Tuesday November 13** Programs in Science Education

**Library Research**

November 19-23 Thanksgiving holiday break (no classes)

**Tuesday November 27 Program/curriculum assignment and presentation due today**

**Tuesday December 4 LAST DAY OF CLASS. REVIEW OF CONTENT COVERED FOR COURSE**

**Final exam: See AU final exam schedule-Tuesday December 11**

### Course Requirements:

* 1. Attend and participate in all class sessions
  2. Complete mid-term and final exams
  3. Complete additional reading and writing assignments

Cultural Diversity

“I don’t care that you know. I want to know that you care” Author Unknown

This course reflects the College of Education’s commitment to cultural diversity. The

goal of the professional education program at Auburn University is to prepare

outstanding educators who are competent, capable, and caring in complex,

diverse educational arenas. Such individuals are:

* Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
* Effective as they assist learners in their comprehension of issues surrounding diversity; and
* Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.

Expectations

In this course, I expect you to:

* Reflect critically on all experiences and readings.
* Be prompt and in attendance at all course sessions.
* Demonstrate critical reflection through discussion, writing and course assignments.
* Complete assignments to the best of your ability.
* Communicate expectations and ideas.
* Recognize and validate the values of other class members.

Course Requirements/Evaluation:

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We may also designate small groups during the initial class session, and you will spend some time doing group work. Learning is most effective when we fully participate in the process of constructing knowledge. In this course, it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and completed other work requested and required. In the event that you are not prepared to discuss the assigned readings and facilitate group activities the professor reserves the right to deduct 5 points from your final grade for each class meeting that you are not prepared.

General grading rubric for assignments

100%: beyond the call of duty; strikingly impressive; excellent in every way 90%: both complete and showing evidence of original, active, critical thought 80%: all specified aspects of assignments minimally completed

<80% one or more aspects of assignments missing or unacceptable

Grading Scale:

|  |  |
| --- | --- |
| A | 90%-100% |
| B | 80%-89% |
| C | 70%-79% |
| D | 60%-69% |
| F | <60 |
|  |  |
|  |  |
|  |  |

Course Evaluation: Your final course grade will be based on the following:

Assignments Points

1. Tell us about you assignment 10 points
2. Microteaching I (10 points)) 10 points
3. Microteaching II (10 points) 10 points
4. 4 Unannounced pop quizzes (5 points each) 20 points
5. Program/Curriculum Assignment 10 points
6. Field based experience (10 hours minimum) required (failure to complete this requirement and provide adequate documentation may result in 25 point deduction from final grade. At the discretion of the instructor of the course.
7. Reflection paper on field based/outreach/professional development 10 points

experience

1. Final Exam 30 points

\*\* Please note any incomplete assignments or assignments not typed up in the proper format will not be accepted. All papers (unless otherwise noted in the assignment) must be in 12 font, Times New Roman, and double-spaced.

All submitted work should be typed and neatly arranged. NO creative margins. Please start all assignments at the very top of the first page and put your name, assignment, and date on the very last page.

**Links will be placed in CANVAS for uploading of assignments prior to the assignment due date and time. This may occur on the same day the assignment is due.**

ASSIGNMENT 1 DUE AUGUST 28 LATER THAN THE ASSIGNED CLASS MEETING TIME

TELL ME ABOUT YOURSELF/TELL US ABOUT YOU (10 points)

Technology Assignment –Please post your assignment to the link provided in Canvas

Directions: Answer each question completely and truthfully. This assignment is to be done as a PREZI presentation. You are only allowed to have 10 slides in this presentation. The entire presentation must contain the following: 10 slides, 5 website links, and 5 pictures.

You must answer the following questions in the Prezi presentation.

1. Tell me about your hometown (socio-economic status, location, town characteristics, student diversity, etc.)
2. Tell me about your high school (socio-economic status, location, town characteristics, student diversity, etc.)
3. Why do you want to become a science teacher or why did you become a teacher?
4. Tell me two interesting facts about yourself and how they shape you as a person?
5. Address a “good” science experience during any grade-level and how it influenced your perception of science.
6. Address a “bad” science experience during any grade level and how it influenced your perception of science.
7. What do you feel is the “purpose” of science in public/private school?
8. What do you think is the role of a science teacher?
9. What is an example of a technology-based lesson that you can integrate into your classroom based on your content area?
10. What types of technology will you use in your classroom and how will you explain to students the importance or relevance of technology?

**ASSIGNMENT 2-MICROTEACHING I DUE SEPTEMBER 4**

***Microteaching/Inquiry-based demonstration “Teach-a-Lesson” (Each presentation at 10 points-)***

***Microteaching I-Topic of your choice can be any area. Pick something you enjoy teaching about (i.e. hobby)***

You will perform an inquiry based demonstration which actually “teaches something” to the class. This mini-lesson is an opportunity for you to micro teach to your colleagues and receive constructive feedback. You are expected to be creative and the lesson must be interactive. The microteaching lesson may address any topic. Make sure that the portion presented is very hands-on and interactive. In essence, the lesson should be designed to effectively “teach something” to the class in no more than 10 minutes. Therefore you must plan appropriately and determine what knowledge/principle, etc. is critical for the learners involved and the most effective way to convey the primary goals of the lesson. ***The lesson will be timed and a sign-up sheet will be provided.*** *No exceptions or late presentations will be accepted). A* rubric will be provided. Students will have 10 minutes for the mini-lesson.

Microteaching/mini lessons rubric:

CTSE 7530

Fall 2018

Teach-a-lesson/Mini-Lesson

10 pts

Each category is worth 1 point.

Name\_\_\_\_\_\_\_

1. Exhibits confidence in subject matter.\_\_\_\_\_
2. Focuses students immediately before performing demonstration.\_\_\_\_\_
3. Demonstration works effectively in producing phenomenon desired.\_\_\_\_\_\_
4. Explains to students by showing.\_\_\_\_\_
5. Demonstrates the ability to interest students.\_\_\_\_\_
6. Uses questions to stimulate inquiry.\_\_\_\_\_\_\_
7. Shows enthusiasm.\_\_\_\_\_
8. Asks students to share their observations.\_\_\_\_\_
9. Alerts students to essential learning.\_\_\_\_\_
10. Closes with a question or summary to encourage students to reflect on what they learned and concludes demonstration with a link to the content objective of study.\_\_\_\_\_

Total\_\_\_\_\_

**ASSIGNMENT 3-MICROTEACHING II DUE OCTOBER 2**

***Microteaching/Inquiry-based demonstration “Teach-a-Lesson” (Each presentation at 10 points-)***

***Microteaching 2-Must be on a science topic in your content area (please let the instructor know the topic you plan to cover no later than Sept. 25)***

You will perform an inquiry based demonstration which actually “teaches science content” to the class. This mini-lesson is an opportunity for you to micro teach to your colleagues and receive constructive feedback. You are expected to be creative and the lesson must be interactive. The microteaching lesson may address any topic. Make sure that the portion presented is very hands-on and interactive. In essence, the lesson should be designed to effectively “teach something” to the class in no more than 10 minutes. Therefore you must plan appropriately and determine what knowledge/principle, etc. is critical for the learners involved and the most effective way to convey the primary goals of the lesson. ***The lesson will be timed and a sign-up sheet will be provided.*** *No exceptions or late presentations will be accepted). A* rubric will be provided. Students will have 10 minutes for the mini-lesson.

Microteaching/mini lessons rubric:

CTSE 7530

Fall 2018

Teach-a-lesson/Mini-Lesson

10 pts

Each category is worth 1 point.

Name\_\_\_\_\_\_\_

1. Exhibits confidence in subject matter.\_\_\_\_\_
2. Focuses students immediately before performing demonstration.\_\_\_\_\_
3. Demonstration works effectively in producing phenomenon desired.\_\_\_\_\_\_
4. Explains to students by showing.\_\_\_\_\_
5. Demonstrates the ability to interest students.\_\_\_\_\_
6. Uses questions to stimulate inquiry.\_\_\_\_\_\_\_
7. Shows enthusiasm.\_\_\_\_\_
8. Asks students to share their observations.\_\_\_\_\_
9. Alerts students to essential learning.\_\_\_\_\_
10. Closes with a question or summary to encourage students to reflect on what they learned and concludes demonstration with a link to the content objective of study.\_\_\_\_\_

Total\_\_\_\_\_

ASSIGNMENT 4

4 Unannounced pop quizzes (5 points each)

### ASSIGNMENT 5

### PROGRAM/CURRICULUM ASSIGNMENT DUE NOVEMBER 27 to CANVAS NO LATER THAN THE START OF CLASS TIME)

**(10 points)**

Students are to investigate one featured program, curriculum, or resource from the list below (or curriculum/program pre-approved by the instructor for the course that is not on the list provided) and present the following information regarding the program/curriculum or resource:

Student name\_\_\_\_\_\_\_\_\_\_\_

Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A one-page minimum double-spaced (two–page maximum) description or overview of the curriculum or program or resource and its origin (i.e. history, how long it has been around, etc.) (2 points). A brief description of how this curriculum or program has been used in the science classroom (1 point). Describe how this curriculum aligns with the NGSS standards (and ALCOS) and make sure to discuss how the curriculum, supports the main content categories of the NGSS as well as the Alabama Course of Study Objectives (2 points). Be sure to address grade level and provide an example of a lesson from the program/curriculum, etc.

(5 pts total) \_\_\_\_\_\_\_\_\_\_\_\_

1. Students will do a demonstration or activity from the program or curriculum in front of the class as a presentation. This demonstration should be no longer than 10 minutes and engage the audience in some aspect. Please do not lecture or just do a PowerPoint presentation. The demonstration or activity must be hands-on and minds-on. If using technology based please be sure to make arrangements so everyone has access to a laptop, etc.

Checklist

1. Exhibits confidence in subject matter.\_\_\_\_\_\_\_\_\_\_\_
2. Focuses students immediately before performing demonstration.\_\_\_\_\_
3. Demonstration works effectively in producing phenomenon desired.\_\_\_\_\_\_
4. Explains to students by showing.\_\_\_\_\_
5. Uses questions to stimulate inquiry\_\_\_\_\_\_\_\_.\_\_\_\_\_

(5pts total)\_\_\_\_\_\_\_\_\_\_

Additional guidelines:

1. Please make sure to provide all necessary citations for any materials or resources used or adapted.
2. Students should be able to find access to lessons, activities, resources, and information on the program or curriculum. If not, it is your responsibility to inform the professor as soon as possible (at least 3 weeks prior to due date) so that you may be assigned another project in order to receive a grade.
3. Students will give a brief overview of the curriculum and present the demonstration or activity (15 minutes maximum). A sign-up sheet will be passed out. Points may be deducted if students go over the presentation time.
4. No late presentations.

### Select from the following programs, science curriculum, and educational resources.

Great Explorations in Science and Math (GEMS) Curriculum – Grades 6-9 <http://www.lawrencehallofscience.org/gems/GEMS.html>

WISE program (Web-based Inquiry Science Environment)

GLOBE

Web quest

Computer science (ALICE, APP inventor)

Robotics (LEGO/VEX)

Hudson Alpha

PhET simulations

Alabama Water Watch (AWW)

NASA educational resources

Project Lead the Way

Frogwatch

Edhead interactives

Planting Science

Makerspace (STEM)

Cornell Environmental Inquiry Program – Grades 9-12 – (on-line): [http://ei.cornell.edu](http://ei.cornell.edu/) ; college students “practice” on-line: <http://ei.ed.psu.edu/CPR/>

**ASSIGNMENT 6**

**Field experience/outreach/professional development hours-All students must complete a minimum of 10 field experience/outreach/professional development experience hours for this course. See additional details below**

All students must complete and document 10 hours either tutoring or working with some type outreach experience or professional development while enrolled in this course. **ALL STUDENTS MUST HAVE A COGENT BACKGROUND CHECK IN ORDER TO WORK WITH YOUTH IN ANY CAPACITY FOR THIS COURSE. FAILURE TO HAVE THIS DOCUMENTATION MAY RESULT IN IMMEDIATE WITHDRAWAL FROM THE COURSE. STUDENTS MUST NOTIFY THE INSTRUCTOR OF THE EXPERIENCE THEY PLAN TO COMPLETE NO LATER THAN SEPTEMBER 11TH.**

**You will need to provide documentation that you completed the hours and this documentation will need to be signed by the person who is in charge of the experience you complete. A form will be provided for them to signature that they approved your hours. Please do not wait until the last minute to schedule or complete the hours. If you do not have the 10 hours completed and documented by November 13 (unless you have prior approval from the professor for the course), you may receive an automatic 25-point deduction from your final grade. Documentation due Dec. 4.**

**ASSIGNMENT 7**

***Outreach reflection paper. 10 points) Due Dec. 4***

Students will write a minimum 2 page single-spaced reflection paper on their experience and the paper must include the following: 2 point each. Please answer each question in its entirety to receive full credit.

1. What insights do you have now on teaching based on your overall experience?
2. What will you do in your own classroom to integrate outreach opportunities for your students or how will you use the professional development in your own classroom?
3. Provide a brief overview of what you did to complete your hours.
4. How has this helped you improve professionally?
5. What teaching strategies did you think work best after completing this experience?

ASSIGNMENT 8

FINAL EXAM (MORE INFORMATION WILL BE PROVIDED ON FORMAT BEFORE EXAM)

See AU final exam schedule for date and time of exam-Tuesday December 11

The final exam will be cumulative.

***Canvas, Zoom or online discussion board***

There may be some class meetings that utilize Canvas and entail on-line discussions or live chat discussions.

Students are required to log in and participate in all discussion. Failure to participate will be considered an unexcused class absence and may result in a 5-point deduction from your final grade for each time that you fail to participate.

**Class Policy Statements**:  Academic Honesty

Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Tiger cub and Auburn University Bulletin.

Attendance

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam

must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

\*Attendance is mandatory and participation is paramount for success in this class. You are responsible for attending all class sessions.

Any absence not in accordance with AU ehandbook absence policies is considered unexcused and may result in a five-point reduction (per absence) from the earned actual final grade (at the discretion of the professor for this course only). Should an extended illness or family emergency arise please notify your instructors as soon as possible. Medical and legal documentation must be provided within 7 days of the absence or it will be considered and unexcused absence.

Students are still required to contact their professor in advance of an absence or soon thereafter, in the event of an emergency. Please follow the AU ehandbook for guidelines as to what qualifies as an excused absences based on AU policy. In the event of a medical emergency (or something pretty close to it) please make every effort to notify me in advance (prior to the class meeting). In that event, you are required to contact the instructor personally in advance for the absence via e-mail, telephone, or leave a message with the administrative asst. (Elaine Prust 844-4434) of the Dept. of Curriculum and Teaching, if you are unable to contact me personally.

\*Please arrive at each class on time (10:00 am) and be prepared to discuss and respond to issues and topics covered in the class. Excessive tardiness will not be accepted and two tardies (more than 10 minutes late) will be considered as one absence and will result in a 5-point deduction from your final grade. Moreover, late students may not be permitted to enter class and may be counted as an unexcused absence at the discretion of the professor of the course.

\*If you miss a class, you are still required to turn in the assignments on time for full credit. Please contact me prior to turning in your assignment via e-mail as an attachment only. NO assignments will be accepted late at any time. In the event that you have an excused absence in accordance with AU’s excused absence policy all assignments must be turned in no later than 3 days after the date you miss class.

Preferably, unless you have a medical emergency make every effort to turn assignments in on the date that they are due even if you have an excused absence.

Policies and Procedures

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class.

Late/remedial work policy

If you miss a weekly class, you are still required to turn in the assignments on time for full credit. NO late assignments will be accepted (unless you missed class due to a university-approved absence). See AU policy.

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Unannounced quizzes: There will be at least 4 unannounced quizzes.

Honesty Code: The University Academic Honesty Code, Rules, and Regulations pertaining to Cheating at Auburn University will apply to this class.

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

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

\*Please note that lack of professionalism in this course will not be tolerated. This includes making any derogatory of negative comments about the course and its course contents, students, or the instructor of the course, which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an

Accommodation Memo but need accommodations make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).