

**FOUN 3110**

**SYLLABUS**

**Adolescent Development I:**

*Learning, Motivation & Assessment*

**Fall 2019**

## Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Stephanie Cason

**Educational Psychology**

**E-Mail:** [szc0142@auburn.edu](mailto:szc0142@auburn.edu)

**Office Hours**: Tuesdays 4:30-5:00pm and by appointment made by scheduling on email two business days in advance M-F while term is in session.

**Office Location:** Main Campus Haley Center – 1st Floor

Class door number— 1454 or in LRC if need be

during this same time frame

**Class Location:** Haley Center, 1454

**AUBURN UNIVERSITY -** College of Education, Dept. of EFLT

**Fall 2019 Course Syllabus (FOUN 3110)** – Stephanie Cason

**PART I**

1. **Course Number:** FOUN3110

**Course Title:** Adolescent Development: Learning, Motivation & Assessment I

**Credit Hours: 3** semester hours {2 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned after school program in which you will be tutoring and managing children. At least two hours, 30 minutes per week must be served at the placed site on a consistent week day until a full 25 hours have been served.

Teacher education core courses, like this one with a service learning (field lab requirement) component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement on-site at the service learning location. Credit for this course cannot be earned until these 25 hours have been completed.

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

You cannot take this course while taking during the same semester either or both of the above courses since they are **pre**-requisites. You must take both and pass both before taking this course.

#### Term: Fall 2019

**Meeting Day/Time/Location:** Meeting dates shown below will be held in Haley Center room 1454.

***\*Tuesdays 5:00-7:50 pm***

***Haley Room # 1454***  First floor

Please avoid scheduling any appointments with this instructor during service learning time day/time you have agreed to serve. All missed class sessions must be made up with written make up work as soon after a missed session / appointment as possible.

#### Office Hours & Contact Information:

**\***Stephanie Cason, Educational Psychology

\*University email: [szc0142@auburn.edu](mailto:szc0142@auburn.edu)

\*Office: 1454 (1st floor) Haley Center

\*Email check times: First daily check time (Mon - Fri) is before or by 9:30 am & and last check time is at 4:30 pm.

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

**Weekly Office Hours from August 19 to December 6: (*Unless announced otherwise*)**

Walk-in office hours (no appointment needed) start the week of AUGUST 19 on Tuesdays 4:30 –5:00pm. At times other than the above, appointments must be made on Tigermail at least 2 business days in advance of requested day and time. DECEMBER 6 is final date for Fall 19 office hours and appointments. Appointments may be held face-to-face or on the phone depending on need. Please plan appointments at least 2 business days in advance of day/time requested and be sure you have my email confirmation that your proposed time will work for us both.

Office hours, appointments, and email/phone correspondence are put on hold while I’m away during research conferences or school 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 canvas in the announcements area if I’m away for a day or longer along with when I return. Aside from normal office hours, I will be available by appointment (time outside of normal office hours) but appointments will need to be scheduled at least two business days in advance of the requested appointment date on email. I’ll send you email confirmation that the time works. If I have to change my office hours for a particular day due to some other obligation, then I’ll post on canvas in the announcements area if I’m away that day so that you know and then also post on email and Canvas “*Announcements*” when I will serve make-up office hours. Make up office hours as well as appointments outside of my normal office hours, must be held on a day we plan and must be no earlier than 4:30p.m. and no later than 8:00p.m. I also will need to hold an appointment on either the phone or on Zoom.

Office hours will be held at stated times on-campus and students are encouraged to utilize this time to meet in person or on the phone regarding their questions. Unless an appointment is necessary then all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F business days). If you have either a question or problems that would require too lengthy or impersonal email, then in those cases, I require us to conduct a zoom, or face-to-face meeting. Email works most of the time but not all of the time.

No office hours or appointments are planned or held during holidays, winter break, Thanksgiving break or times between semesters, or during Spring break. Some office hour dates/times I might be unavailable due to university obligations that arise without advance notice so refer to Canvas announcements for occasional changes in hours.

#### About Email Check Times:

During this regular Fall term session, I check email messages Monday through Friday mornings before or by 9:30am and at 4:30pm. Any email responses to you before my usual first check times or after the usual last (end‐of day) check times are only where I need or wish to do so out of planning for other work obligations or meetings while also trying to respond to your questions or needs to be helpful in a timely manner. So, please rely on the *usual times listed only* so if you send email or post assignments after my usual check times (and any time on the weekends), then please simply know that you most likely will hear from me not then but instead by the next business day morning on email.

**Grading Schedule for Written Assignments** (*a general indicator*): My overall flow for grading work coincides only somewhat with the email and phone times shown above. However, because grading takes longer than just a quick email response, please know that I will not likely be able to have work graded by the email morning (first) check times nor have posted grades by then. Instead, I look at the work as submitted in Canvas after I have addressed any and all email or phone messages that morning. So, I’m good generally in terms of grading work either on the day received (if it is submitted before the time check has passed) or within 72 hours. I always appreciate timely work submitted by students so I try to reciprocate with timely feedback and grades. I try to score assignments and provide feedback within 1 to 2 business days of receiving the work as often as possible. There may be weeks when I may need longer due to other duties that have me needing up to 3 business days after the submission of work to grade it. This is the same time I afford you for an initial extension (by the end of 3rd business day after the initial due date).

#### Three Forms of Approved Online Communication:

As far as communication goes for this course, it will be an expectation to check your regular Tiger email once per day M-F but also your Canvas email and your Gradebook in Canvas. I'll certainly respond to Tiger emails but we need to also use Canvas email when need be because it is very helpful for classes like this one (*distance education formats*). Just as important and often used as Tigermail, I check and send messages using the comments area for each assignment in your Canvas gradebook. So, look for messages from me there when an assignment is **un**submitted or has some problem or in times when I wish to let you know my thoughts on the work. I really try the utmost to communicate on these three platforms - to reach students about announcements or problems so they can take the steps necessary to correct or be aware of things in a timely manner. Communication is vital.

**Date Syllabus Prepared:** This syllabus as updated in Summer 2019, is being distributed for Fall 2019 for FOUN3110, posted on Canvas in "**MOD 1**”, and has been provided in electronic copy in the EFLT Department main office and online in the Dept./College of Education syllabi archive (repository). It has also been distributed in *printed, hard copy for each student* when we meet.

#### Course Materials:

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

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

**\*Required: Transportation for Service Learning:** You will need to make your own arrangements in traveling to and from your service learning site where you are placed for this by service learning coordinator, Nicole Forney.

**\*Required: Textbook:** You will have 1 required textbook to purchase. Other material we also plan to use for the course will be readings that I post on CANVAS and those online items will be free but you must access them online. These cannot be sent to you or mailed to you. The required textbook to purchase is, “**Adolescents in the Internet Age**” Second Edition by Paris Strom & Robert Strom.

This textbook WILL BE ACCESSIBLE on/in Canvas as provided by the Auburn University Haley Bookstore platform called ALL ACCESS. This is the cheapest, most convenient, and most immediate way to purchase the book. It also will be accessible before or on day 1 of classes for our university. The arrangement details for how to pay for access will be made available in Canvas.

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

**\*Required:** Please wear clothing at your service learning site that is respectable as an adult working with children and to instill a professional impression of you as a future teacher. Proper attire for these reasons is a required resource related to service learning. See page 38 for full description of dress code expectations.

##### Recommended:

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

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

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

1. **Course Description:** Cognitive, psychosocial, physical, and moral aspects of adolescent development; integration of development, learning, motivation, assessment, and evaluation in the contexts of instructional learning. This course will focus heavily on all areas of adolescent development and on several purposes, types, and approaches to informal and alternative classroom assessment of learners.
2. **Student Learning Outcomes:** This course is designed with instructional objectives continuing throughout the block experience as well as objectives designed for specific content areas. Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed below and pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, and local, state and federal laws and policies.

**Course Objectives Aligned with New Alabama Quality Teaching Standards** (updated 03/ 2007)

#### Content Knowledge

##### Academic Discipline

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

##### Human Development

Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. (2)(c)1.(i)

\*Knowledge of developmentally appropriate instructional and management strategies. (2)(c)1.(iv)

##### Organization and Management

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

##### Learning Environment

* Knowledge of factors and situations that promote or diminish intrinsic motivation. (2)(c)3.(ii)

##### Instructional Strategies

\*Knowledge of research and theory underpinning effective teaching and learning. (2)(c)4.(i)

\*Knowledge of a wide range of research-based instructional strategies\and the advantages and disadvantages associated with each. (2)(c)4.(ii)

\*Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. (2)(c)4.(iii)

\*Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (2)(c)4.(iv)

#### Assessment

\*Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (2)(c)5.(i)

\*Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. (2)(c)5.(ii)

\*Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (2)(c)5.(iii)

\*Knowledge of current Alabama assessment requirements and procedures. (2)(c)5.(iv)

#### Diversity

##### Learning Styles

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

#### Professionalism

##### Collaboration

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

##### Continuous, Lifelong Professional Learning

\*Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).(5)(c)2.(i)

\*Knowledge of the processes and skills associated with peer coaching and mentoring. (5)(c)2.(iii)

##### Alabama Specific Improvement Initiatives

\*Knowledge of Alabama’s state assessment requirements and processes. (5)(c)3.(ii)

##### School Improvement

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

##### Ethics

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

##### Local, State and Federal Laws and Policies

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

1. **Course Content Outline:** The plan below is an approximation of time on the identified content and is simply a departmental generic template. Exact layout of assignments, due dates and point worth are shown on pages 14-15. Exact content breakdown (*too lengthy to place here*) is shown in each module that you will follow which includes readings, video lectures to watch, websites to visit, quizzes to take, etc. Each module always provides a list of **STEPS** to follow for what to do, read, watch, and submit. Additionally, each module has on its tag (label) that states what dates to work on the material on the COURSE MODULES page in Canvas. Usually, modules formally start on Wednesdays with the prep assignments due by 4pm on that **Tuesday’s class session for that module.** The in-class assignments (such as conducting your discussion and other assignments possibly) will be due in and during class for that session and module. Absences mean that you will need to submit a longer version of your prep assignment responses (longer by no less than 100 words).

#### Communication; Planning; Collaboration; Assessment; Laws and Policies

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

**WK 2 Adolescents as a construct:** A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

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

#### Student Development

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

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

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

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

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

**Learning –Constructivist conceptions**: An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction

**Motivating Students to Learn**: A discussion and application of the various theoretical perspectives regarding student motivation

#### Assessment and Alabama-Specific Initiatives

**WK 12 Formal Assessment –Performance assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods

**WK 13 Formal Assessment-Traditional Assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods.

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

**More about the Course:** This course will provide an integrated overview of issues central to educational psychology and child development: cognitive, psychosocial, socio-emotional, physical and moral development, learning, motivation and assessment in the context of instructional planning and practice. It will be conducted using some case-based, project-based, and learner-centered approaches to learning and instruction, while modeling currently accepted best practices that can be used in the learners’ classrooms.

In addition to building your knowledge on child development, classroom assessment, learner motivation, etc., you will refine skills and dispositions basic to teaching including dependability, professionalism, collaboration, critical thinking, planning, organization and writing. A target of our college in this course is to develop a number of candidate proficiencies, knowledge and dispositions on assignments and in your service learning. A final target by the college is for students to practice and refine the skills/dispositions listed in Dynamics of College of Education Conceptual Framework for Undergraduates (see page 30). Course content and assignments help collectively to help build your knowledge base, skill set, and professional dispositions, all of which will be needed to succeed in the field of K-12 teaching and in preparation for the EdTPA Test you will have to pass to earn your teacher certification.

#### CANVAS MATERIALS -- FOUN3110:

Course material (almost all of it) is to be accessed via Canvas, some have assignment instructions, while other files have video lectures. It is entirely the obligation of the student in this course, to ensure they have proper, reliable access to a computer (at home, work or school) to access this internet based material. This may mean for example, downloading Flash (free) to be able to view the lectures and Adobe Acrobat Reader (free) to open and view text files and assignments posted on Canvas. No other substitute, replacement or arrangement for Canvas is possible in terms of accessing lectures or other course material (**not**: DVDS; VHS tapes; CDs; thumb-drives, printed course packets; and/ or different file types, etc.).

This course has been designed in accordance with Auburn University consulting from IMG and from LRC Distance Learning Staff in terms of functioning videos, viewable PDFs and links, etc. But this functionality please note is for computers including desktop, laptop, and eTablets such as iPads. Anything that is not the above may very possibly not have all functionality of videos or other materials being accessible and I will not be able to change my course materials in order to accommodate. The best the university could do is possibly recommend browsers or other software that may enable more functionality at your end. So, in other words, cell phones and smart phones 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.

Taking the appropriate steps to access the material online will be required. One of the main goals (in the immediate time frame) for this format is such that I as an instructor wanted for you to dialogue with the class so when we meet, it is for discussion and similar activities. Here's the even bigger point. The lectures, which constitute the vast majority of class instruction for this section, I have placed on video (*on Canvas*) and organized in a very orderly, easy to use manner for you. The reason for doing all this is that I wanted your time to be spent reading extensively, working on assignments and watching lectures / taking notes in such a way where you are allowed a much larger level of choice as to when you observed the lectures. I very highly recommend that you do the online work (on Canvas) in each module on two different days each week so that it approximates how we normally would conduct class on campus and any additional time needed. This time should be spread out since each online MOD, in most cases, requires the same amount of time as would be spent at one on-campus class session (representing a full week (*typically about* ***3 lecture hours*** *of instruction and learning activities each week*).

Each module work date(s) are clearly marked in the schedule *(on Canvas and in this syllabus*) to help guide you on when to do all work for each module and when to submit assignments due for each module. The schedule is very specific and helpful so please follow this schedule in order to keep on schedule and avoid getting behind. Watch all the lectures and do the readings and assignments in each module during this time. Be sure to complete each module’s assignments before or by the posted finish date shown in this syllabus. In addition, you can pause, start and stop the lectures anytime, replay them as many times as you wish, etc. You can stand or exercise while you listen or watch them, or sit at your home or school computer to view them. All of these choices help with the main goal of allowing more time for actual focused watching, listening, non-stressed note taking, more in-depth thinking and writing. Assignments of the course must be completed by the specified dates/times (*indicated in this syllabus and on Canvas for each module*). Again, please be 100% sure to read and watch all module materials and to do so in a timely manner in order to maximize your potential for success in the course and as a future teacher.

#### Learning Modules and Assignments:

Pages 14-15 contain MOD SCHEDULE with learning modules and assignments. This is the exact schedule you will follow for each week with content and assignments with due dates for each week. Except where marked differently, the start date for MODs will be **Wednesdays** and the completion date for prep assignment MODs and any **MOD** assignments will be the following **Tuesday by 4:00 p.m.**. Many assignments will also be due at or during in-class at that MODs class session. The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given. Additional time (outside of the “module” time provided per module) may be needed for some students from time to time in the same way that students have time for homework, outside of class time. Plan your time closely based upon what is provided in the schedule**.**

**TIPS: USING CANVAS MATERIALS 1--13 *(weekly learning modules in Canvas.)***

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

**B**. Once in a module, study all materials (*from top to bottom*) in each module 1-13 by following each "**STEP**" accordingly. Each mod step is marked with a dark blue flag box (at the left) and contains instructions on what to WATCH, READ, or DO. Follow each step closely.

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

**D**. At or near the bottom of each module is a link marked as $ and red square showing that module’s assignment instructions with submission area (in box).

**E**. Complete work in each module (**MOD**) before or by the **underlined, bolded date** shown on pages 14-15 (and in Canvas) as the deadline for that module's assignment. Assignments marked with **\*** on page 15 are due by 11:59pm (C.T.)

**F**. For [**TECH HELP**](https://auburn.instructure.com/courses/782150/wiki/tech-help-info), click pink link at base of the COURSE MODULES page in Canvas.

**G**. Green highlighted boxes marked with **SL** on the **COURSE MODULES** page and other course locations signify important tasks with due dates for service learning. Arrow symbols with green highlighted boxes signify Text Entry assignments to update me on your service learning progress according to specific benchmarks expected.

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

**I.** Assignments to submit in Canvas that appear within each module are marked with a dollar sign **$** … for easy reference. They are most often at the end of each module.

**Below are instructions seen at the top of your COURSE MODULES page.**

**MODS 1--13: Instructions & Signage**

## The below materials have been designed by this instructor to provide a specific structure for the content, homework, class assignments and discussions, and weekly meetings for this course. This course section is neither a distance education section nor a hybrid section but is instead an on-campus section so weekly on-campus class attendance and in-class participation is required.

## All items in Canvas with active links like the below modules and within each mod, like links to videos, assignments, and some readings, are marked to the left with a bullet or in a few cases with an asterisk. Pay attention to the \_\_ MOD \_\_ Title (atop each Mod) flagged with blue. Study all materials (from top to bottom) in each module, (MOD 1-13), by following each "STEP" accordingly. The steps direct you on what to do in preparation for each weekly session along with assignments. Assignment instructions and submission area for MODs 1-13 are inside each module (often last STEP or near last step) marked with $\_\_\_ Complete work and assignment(s) in each module (MOD) and service learning updates before or by each bold underlined date \_\_\_ shown below. Assignments are due by red dates shown below and in syllabus.

## Abide by the due time according to how each assignment is posted within each weekly module. Mod steps to do before a class session for a particular mod are indicated BEFORE CLASS which are in preparation for that class session. Steps to do during class in a mod are marked DURING CLASS. There is also a reminder in each module's last step to check the upcoming mod for steps that must be done before the next class session (in preparation). SL\_\_\_= deadlines for SL placing, to start/finish service, & MOD service learning. Tech Help\_\_\_ = click link at bottom of page.

**Course Modules Schedule:** Appearing on the next page is the schedule of modules with MOD start and end dates, point worth for assignments, assignment due dates, important dates for service learning, and prompts to update me on your service learning progress (called *SLUPDATE*).

|  |  |  |
| --- | --- | --- |
| ***Mod Name & Notes*** | ***Start + Due Dates*** | ***Asnmt*** |
| **UNIT I: Course Orientation + Start Service Learning + SLUPDATES** | | |
| **MOD 1:** Meeting + MOD 1 | Aug 19 - **20** |  |
| ***Service Learning MOD:*** *Refer to anytime.* | | |
| *Service Learning: Email your availability before* | Ask Nicole Forney |  |
| *Service Learning: Placement emailed to you* | Ask Nicole Forney |  |
| *Service Learning: Begin service* | Ask Nicole Forney |  |
| * *SLUPDATE 2 hours, 30 mins* |  |  |
| **UNIT II: Cognitive Development + Continue Service Learning** | | |
| **MOD 2:** Studying Adolescent Development | Aug 21 – **Aug 27** |  |
| **MOD 3:** Cognitive Development | Aug 28 – **Sep 3** |  |
| **UNIT III: Affective Development + Continue Service Learning** | | |
| **MOD 4:** Identity & Goals | Sep 4 - **10** |  |
| **MOD 5:** Identity Dev Theories | Sep 11 - **17** |  |
| **MOD 6:** Values & Ethics | Sep 18 –  **24** |  |
| **MOD 7:** Peer Socialization & Teamwork | Sep 25 – **Oct 1** |  |
| * *SLUPDATE 5 hours* | *Ask Nicole Forney* |  |
| * *SLUPDATE 10 hours* | *Ask Nicole Forney* |  |
| **UNIT IV: Physical & Emotional Health + Continue Service Learning** | | |
| **MOD 8 (A):** Health, Fitness & Safety | Oct 2 - **8** |  |
| **MOD 8 (B):** Health, Fitness & Safety cont. | Oct 9 - **15** |  |
| **MOD 9:** Peer Abuse and School Safety | Oct 16 - **22** |  |
| **MOD 10:** Stress & Resilience | Oct 23 –  **29** |  |
| * *SLUPDATE 15 hours* | *Ask Nicole Forney* |  |
| * *SLUPDATE 20 hours* | *Ask Nicole Forney* |  |
| **UNIT V: Informal & Alternative Assessments + Finish Service Learning** | | |
| **MOD 11** Informal & Alt Assessment Methods | Oct 30 - **Nov 5** |  |
| **MOD 12** Action Research & Observ. Assessment Methods | Nov 6 - **12** |  |
| **MOD 13** Reflections & Course Completion | Nov 13 – **Nov 19** |  |
| **Last Class Meeting** | **Dec 3** |  |
| * *SLUPDATE 25 Hours: Finish early or by* | ***\*Dec 6*** |  |
| Remaining Assignments Deadline: Submit before | **Dec 9** —11:59 PM!! |  |

* Arrow items = Service learning related assignments.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **DUE 11:59PM CT** | **POSSIBLE**  **SCORE** |
| * M1 Signed M.o.U. for S.L.   M1 Practice Text Entry  M1 M.o.U.—Syllabus  M1 Course TASKS  SL Time availability | Aug 20 | 5  2  5  9  5 |
| * 2 Hrs, 30 mins *SL* |  | 2 |
| M2 Vidquiz  M2 Prep for Discussion  M2 In-Class Discussion | Aug 27 | 8  40  70 |
| M3 QUIZ  M3 Vidquiz | Sep 3 | 50  8 |
| * 5 Hrs *SL* |  | 2 |
| M4 Prep for Discussion  M4 In-Class Discussion | Sep 10 | 40  70 |
| M5 Pt.1 Vidquizz  M5 Pt. 2 Vidquizz  M5 Prep for Discussion  M5 In-Class Discussion | Sep 17 | 20  10  40  70 |
| * 10 Hrs *SL* |  | 2 |
| M6 Prep for Discussion  M6 In-Class Discussion | Sep 24 | 40  70 |
| M7 Prep for Discussion  M7 In-Class Discussion | Oct 1 | 40  70 |
| M8 (A) In-Class Discussion  M8 (A) Whole Class Quiz  M8 (B) Prep for Discussion  M8 (B) In-Class Discussion | Oct 8th  Oct 15th | 70  0  40  70 |
| * 15 Hrs *SL* |  | 2 |
| M9 Prep for Discussion  M9 In-Class Discussion | Oct 22 | 40  70 |
| M10 Prep for Discussion  M10 In-Class Discussion | Oct 29 | 40  70 |
| * 20 Hrs *SL* |  | 2 |
| M11 Prep for Discussion  M11 In-Class Discussion | Nov 5 | 40  70 |
| M12 Prep for Discussion  M12 In-Class Discussion | Nov 12 | 40  70 |
| * M13 S.L. TK20 Survey * M13 S.L. Reflection | Nov 19 | 16  120 |
| * 25 Hrs *SL* + Confirmation from Teacher | Dec 6 | 100 |

**9. Procedures for Grading Written Assignments:**

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

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

# Criteria for Earning Your Final Grade for this Course:

Criteria 1 and 2 (as explained below) are basic course expectations which, if satisfied, can enable an A for a course grade (*if and only if*) a student’s academic grade (on written and meeting assignments) is **93%** or higher. If a student falls short on either criteria 1 or 2 then, even if he/she has 93% or higher on their academic work, a final course grade may be one letter grade lower because criteria 1 and 2 reflect basic behaviors in teaching duties and professionalism the field. Anything less does not reflect what Auburn would consider "A" quality performance because "A" means excellent. Well done written assignments done by a student who is poor in service learning or in other ways equates to less than excellent for his/her course grade by anyone’s standards in the teaching profession.

**Criterion 1: Required** (GOOD or GREAT QUALITY SERVICE LEARNING) See related sections.

**Criterion 2: Required:** (**A**) Proper, consistent attendance, punctuality and participation at any and all class sessions and appointments held AND; (**B**) submitting ALL assignments in their entirety and on time. Absences which are not made up (for class and service learning) and service learning policies in this syllabus do affect final course grade, regardless of points earned on items below. Active participation and communication is required throughout the course.

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep level, conceptual understanding on the part of learner. It is possible to receive 93+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation at service learning, etc. Further, please note that success in this course is contingent upon the completion of the Service Learning requirements and attending our full class meeting. Problems reported to us by your Service Learning site supervisor or cooperating teacher (such as not attending, not completing assigned duties, etc.) may also result in a reduction in your final course grade.

**Course Grading Scale By %**

93% - 100% = **A**

80% – 92.99% = **B**

70% – 79.99% = **C**

60% – 69.99% = **D**

-59.99% = **F**

The final grade for this course will be based on the following total possible points. Total possible points for course is *tentative.*  **1538**

**\***On page 15 see exact listing of assignments with due dates, point worth, and when assignments open for student submissions. Exact points per assignment and the total possible are subject to possible change somewhat but become set once each item is then graded. I’ll post a point change on anything *BEFORE* you work on it also so you are aware of how much it is worth.

The course policies on Service Learning and Class Attendance implicate one’s final course grade. For details, see those sections.

**10. Course Grade Feedback/Notification:** I will post your status on assignments and tests online for your private view in the GRADEBOOK on Canvas so that you know where progress has been made, credit been given, and where improvement is needed. This serves as formal notification of your grade at ongoing points in time to help you keep up with the course in a timely, self-directed manner. In your GRADEBOOK each assignment will be labeled with a title. This is done to help you identify and monitor your grades.

**Un**submitted work will be marked as ***NOT SUBMITTED or similar message*** *and most noticeably have zero points.* Once you submit extension work or late work, the grade for that assignment changes from a zero to whatever the grade earned is. In a few cases, total unsatisfactory work will be identified with the label, ***RESUBMIT*** *“resubmit with improvements”* if the initial work turned in is unsatisfactory. I do this with assignments occasionally to help a person know they’re expected to put effort into their assignments. In such a case, I allow the opportunity to resubmit the work with changes.

If a mark in your gradebook is of concern but not understood then email me and I’ll gladly communicate back with you. If you aren’t sure about how well you are doing overall even after examining your GRADEBOOK in Canvas then ask me and we can meet to go over how to interpret the course at that point in time (either via phone or in person). The sooner you ask the sooner I will be able to communicate to you about it. Note that your gradebook in Canvas will post the numerical score grades for the assignments. Canvas will also post a record about which assignment, if any, is late, how late based on when it was due, as well as any notes (comments) on service learning if I'm informed of problems. I’ll update grades on Canvas every week day after I receive work from students. During the semester, scores for your work, when graded, will be posted on Canvas for your password protected, private access until the end of the semester when the final letter grade for the course then goes on the AU grade post area for your final view.

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

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

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

**11. Field Experience Assessments** (***in lieu of final exam***) are posted inside MOD 13 as the first two steps in that module in Canvas. You will have access to the location for submitting these assignments about two months before the last day of classes which gives you the chance to do these way ahead of time once done or at least half way done with service learning.

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

**13. Submitting Assignments (Format):** Note that for your written assignments I will be requiring they be submitted in a Word file attachment on Canvas, preferably in the SUBMISSION area for each assignment. Each assignment has its own INBOX labeled for that assignment. If something does not send to me correctly it will have a **PROBLEM** - **NOT SUBMITTED RIGHT** notice and I often email the student so they know about the situation and to resend. It is up to the student, if they send or resend an assignment, to make sure the work comes to me properly. Make sure the attachment you sent indeed is there and opens successfully. Please always label your word file with the module number and your last name. Also, on the top of page 1 of your word file include your name and the number of the MOD assignment (CasonMOD 4). This eliminates confusion and helps in record-keeping.

If I can’t open a file with your assignment on it, the assignment is considered **un**submitted. If the assignment is sent past a deadline then it is late as I cannot reasonably be at a computer for a full day up until a clock deadline just to check for every student’s work that they sent material to me correctly in openable condition. This is on a student to self-check that is was posted or sent to me correctly, it contains an attachment which can be opened, and that the attachment is in a software I can open and mark. I’ll check a few times for student work on the day when work is due but if work is not received or sent correctly to me by the deadline then it is late. Send in your assignments with time to spare like a recommended full 24 hours earlier than the deadline, even earlier is better.

I will not accept work that is not sent in an attachment. I do this for record keeping and for academic honesty purposes so I can cross check where need be similarities between one student’s work in the class and that of another student. So, hard copies only of assignments will not be accepted unless and until accompanied by electronic copies. I will not accept files that cannot be opened using Office Word software. In order to be safe, always have your assignments on at least two other drives as back-up in case a computer fails.

#### 14. Targeted Deadlines for Submitting Assignments on Canvas:

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

**15. Missed meetings and late work**: Opportunity for make-up assignments and missed class sessions will be given for University-approved excuses as outlined in the Student Policy e- Handbook (illness, funeral, court date, religious holidays, university approved events, etc.) Arrangements to do make up class sessions and/or assignments should be made in advance where possible. Other unavoidable absences from campus class time or service learning must be documented and cleared with the instructor in advance where humanly possible. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Make up work (make up assignments done during class) must be done according to exact instructions by this instructor. These instructions will be posted in Canvas.

**16**. **Late work and Extensions:** Students are responsible for initiating arrangements for missed/late work. To help minimize complications of late work, late work should be submitted as soon as possible after a missed/due date.

Remember to submit remaining work you want to earn credit for towards FALL 2019 semester BEFORE the cut-off of 11:59pm on Dec 9. If you do not have enough work submitted before the cut off time to earn at least a C for the course then I will arrange for an IN (Incomplete) if you are eligible which can provide you more time to complete the work after the semester is over. An IN is only issued for when a person needs more time, does not have enough submitted to earn a passing grade (C or higher), and is eligible for an IN. To be eligible, a person must have satisfactorily completed over 50% of all course assignments by the cut off time. I will NOT accept work towards credit for this semester submitted after the cut off time. The only way to submit more work towards course credit is if a person has arranged for an IN.

With late work, as long as it is submitted BEFORE the cut off date and time, then I typically do not deduct points for lateness. The work, though late, is considered on its merits based on the quality. Keep on schedule though please!

If I did not receive your response by the assignment due date, then the following day as soon as I can I will post on your Canvas gradebook a status of **NOT RECEIVED, “Extension in progress.”** or similar message which indicates the assignment has not been received and you need to submit it as soon as you can and before the cut-off date and time. My strong recommendation is to hold yourself to having only until the end of the 3rd day after the initial due date to submit the late work.

The morning of the day after an assignment is due, I will post a score of 0 points for the time being until and unless I get the work. This helps you by bringing it to your attention and showing the mathematical effect of the work being unsubmitted on your running course grade in Canvas Gradebook. By doing it this way, you will know right away the status on work in terms of if I have received it or that you are marked as having an extension. You will know if I received late work once I post a grade for the work after looking at it. Please email me to let me know a specific date by which I can expect the work. By doing this, you won’t likely get further behind. Instead, it helps us both push you to submit the work by the date that you promise in your email to me.

Keep in mind I allow these extensions as long as the understanding is that the start and end time of any and all modules/assignments (and their assignments) do not change. This means that a student will need to catch up in order to stay on schedule but the class cannot change start or end dates for any modules or assignments. I ask that any extension would be only for a few days extra as described above. Otherwise you may get yourself really behind. It is on the student if she/he chooses to procrastinate and not turn in work and if they fall behind as a result. I simply allow maximum time until the cut off date/time out of good intention to help the student catch up. I need time after the cut-off date and time expires to then grade for a few days. Time that I provided for your extensions when you need it for late work also equates to my need for time after the cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted.

**17. Resubmission of Assignments:** I do allow for a resubmission of a written assignment for possibly a better grade. In your gradebook comment area for the assignment of concern, a status of **RESUBMIT RECOMMENDED or similar message** will be posted if I score the work *at a C level or below*. You may also resubmit too in case you get higher than a C but want to earn maximum points. 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. Work resubmitted will often help a grade if the newer work is truly of better quality. 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. It is the student obligation to draw to my attention via email when/once you have resubmitted an assignment. Please check Tigermail and Canvas gradebook once per day Monday through Friday to facilitate this process.

I kindly ask and highly recommend that resubmissions be done, if at all possible, *within the 3 days after the original due date* for the module of concern in order so that you will not get more behind. The latest that any submission or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Dec 9 -** **11:59pm**, 2019). *Nothing* can be submitted (*or resubmitted for any reason*) any later than this date/time in order to earn points towards course credit and final course grade for this current semester. In other words, if more time is needed, then the arrangement must be an IN (Incomplete). Once that work is completed at least to a C level, a student must notify me on email that they are finished with all the work that they intend to submit. When I receive this message on email and confirm receiving it, then I will grade that remaining work and change the mark from an IN to whatever letter grade is earned as the final course grade.

Turning work in on time makes a difference in how soon instructors can grade it and provide feedback to students. More importantly, this habit reflects an essential skill/disposition that the education field will demand. Circumstances like when computers fail are not an appropriate reason for lateness of work based on expectations of principals, school districts and parents. My professional and helpful advice is don’t do things at the last minute and, make sure you have a contingency plan. There are numerous computers in the main library, there is a whole computer room on 3rd floor of Haley and, of course, there is our LRC with their computers, and several in the student union. Where necessary, email me if you need a slight extension of a day or two but do so by providing a date and time by which the work will be completed.

#### 18. Policy and strategy on finishing late and/or remaining course assignments:

I wanted to provide some vital hints on strategy in finishing up remaining and/or late assignments, so below are a few strategies and things to know so please read.

It would be recommended to take the module assignments which are the most points and do those first. A second strategy is then also to do those assignments first or sooner which might, if not done well, may benefit from feedback. So, if you submit those like at least 3 days before the final deadline cut-off date of Dec 9, then there's the chance I may be able to provide feedback in time for you to correct and then re-submit. However, waiting until the actual day that is the cut-off date (Dec 9,) to turn in those types of assignments is allowed but there likely will NOT be time for me to provide formative feedback since there is so little time remaining. In other words, I need time enough to provide feedback in time enough for you to then change the work if earning the full points is a realistic goal. The quizzes give feedback right away and so those can be submitted and resubmitted, if need be, somewhat later on versus earlier. My point was any assignment that asks for open-ended responses like short essays, those items can best be done first (sooner) so there is still time enough to resubmit. You can submit them on Dec 9 before 11:59pm but my point is there likely will not be time for me to give you feedback in time for you to work further on the work in time enough for resubmission if submitted on the very last day. Obvious I know but I wanted to be sure we all were on the same page. Most importantly, get remaining and/or late work done and submitted hopefully safely before the **Dec 9 - 11:59pm cut off time** . The same thing is true with computer problems. If you complete and submit assignments safely before the cut off day then great. But if you work on the last day on things and you experience computer problems and don't submit before the cut off time then that's a risk that the student assumes.

**19. Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tiger email but also your Canvas email called INBOX for this course daily M-F. I'll certainly respond to Tiger emails but we need to use Canvas email often because it is for classes like this one (*distance education format)* as well as for courses that are entirely in distance education format. Canvas Email is 100% protected from all spam and other announcements unlike regular Tiger email. Lastly, it enables for a more organized record keeping system in terms of keeping regular generic email (Tigermail) separate from material you as my students send me for this semester on Canvas email, containing your correspondence and assignments to this class. I may send occasional class wide announcements as well on Tigermail just to make sure you get important information. In those cases, I really try the utmost to communicate on both email platforms to reach a person about problems so they can take the steps necessary to correct things in a timely manner.

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

#### 20. IN (Incomplete Policy)

It is a student’s obligation to inform this instructor of problems right away instead of waiting until the end of semester and claiming that course tasks could not be met. If there are problems, please tell the instructor while there is still plenty of time to hopefully solve them. This also pertains to potential IN (incomplete) for the course. It’s the responsibility of the student to inform the instructor if illness, death in the family or some other *extenuating circumstance* which prevents the completion of course assignments in order for an IN (*Incomplete*) to be granted (assuming a student is eligible for this status). Student request for an IN must be stated to the instructor on email by the student (or designee) **before** the cut-off date of **Dec 9**, 11:59pm. If this is not communicated before that deadline expires, then an instructor can only give all **un**submitted work zero (0) points which will impact on a final grade and no recourse by the student will be permitted by the university.

**21. Class Attendance Policies:**

Students are only provided permission to start service at their assigned service site only once they have attended the class orientation and submitted their completed paperwork to Nicole Forney. They cannot start service learning until and unless they have met for the full time of the class orientation which includes orientation to service learning which is required by our school sites before students begin their service. All time missed at service learning site (lab) must be made up towards completion of 25 hours.

*Student Policy eHandbook*: Students are expected to attend all their scheduled classes which for this course will be each and every Tuesday while classes are in session. College work requires regular class attendance as well as careful preparation. The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in final course grade, except as provided below.

Arrangement to make up missed major examinations (*e.g. hour exams, midterm exams*) due to properly authorized excused absences (as defined by the Student Handbook) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam (or assignment) shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are expected to *allow for make-up*) for**:**

* Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
* The death of a member of the student’s immediate family. The instructor may request appropriate verification.
* Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletics, band, and/or other required events. The student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
* Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
* Subpoena for a required court appearance or call for jury duty.
* Any other reason the instructor deems appropriate.
* Weather or illness or other extenuating circumstances: In case of severe weather problems or personal extenuating circumstances, I do allow for absences without impact on course grade or course credit but on the condition that the absence for each class session or meeting/ appointment missed is indeed made up on-site on a day/time that works for us both. In this way, student needs towards missing a class session/meeting are respectfully met according to their situation, but for accountability and fairness, the makeup expectation meets the university's requirement towards a "professional follow-through (i.e. completion)" by a student of such course obligations which require attendance on-campus and/or at a service learning site.

*Punctuality and Participation as components of attendance:* This policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance. So, I reserve the right to lower a student’s grade if I observe a pattern of missing class time or service learning lab time by coming late, leaving in the middle, or leaving early. By examining Canvas, you will be notified of my posted records of where/when there are problems that I’m aware of. Students are expected to participate in all class and team discussions and in all assignments in class and online.

#### 22. Other Class Policy Statements:

1. **Understanding the syllabus and Canvas course material:**

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

#### Retrieval of Missed Class Material & Assignments:

Students are responsible for initiating arrangements for becoming informed about missed work that was assigned on the class day of their absence (*Student Policy eHandbook*). Being a self- directed, self-disciplined learner is a must for all those preparing to be teachers. Using the retrieval methods listed below will aid in this goal and empower you to keep up with assigned readings and to prepare assignments due in forthcoming sessions.

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

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

1. **Academic Honesty / Misconduct Code:** All assignments are to be done individually except where stated otherwise. All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. Unless I state otherwise, quizzes, and all assignments will assess your personal (*individual*) knowledge of course material. In these cases, having someone help you or do the work for you is considered cheating. Our university now utilizes the services of plagiarism detection software for professors to screen student work. I require your work to be submitted in electronic format. I will not award a grade or points toward a grade for the work unless and until it is submitted in the manner and format required.

Any service learning sessions recorded or reported by a student or his/her peer as fraudulent days and/or times will result in academic misconduct discipline. Record exact times when you begin and end your service learning on each day served and do so neatly so I can read them.

1. **Technology in class**: During class time all cell phones must be stowed away. You may use recording devices to help aide your personal learning only if you need them but are not permitted to post, reproduce, or share any class footage. During breaks, if you wish to use phones I don’t mind but please do not use them during class time. Please do not use them at your service learning site at all. Thanks in advance for your cooperation on these things. Do not make or receive calls or texts using cell phones or watches at SL sites.
2. **Special Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). Last Updated: Apr. 24, 2012
3. **Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and /or course assignments will replace the original materials.
4. **Course Enrollment:** In order to be accepted for enrollment by the instructor into this course, a student must be accepted into the teacher education program. Students must properly enroll in this course with no schedule conflicts or overlaps with other courses taken during the same semester. It is the obligation of the student to ensure this and, upon a conflict, to notify this instructor so proper advisement and proper resolution be made. In-class work (i*.e. discussions, class participation activities, etc.*) missed due to a schedule conflict cannot be substituted or replaced with any outside assignments, tasks or work done outside of class time. This policy applies to all students regardless of their circumstances or their program affiliation. In nearly all cases of a schedule conflict, a student will need to drop another course if they wish to continue enrollment in this section. In a few cases, a student’s advisor or professor of the conflicting class may email me assuring me that they are aware of the conflict and are allowing the student to attend my class time in full and no requests will be made to leave any sessions early due to the conflict. It is only under these conditions that I will allow such conflicts to co-exist without dropping a student from this course. The same policy applies to my grading policies which consider time spent in class as indicative, to a certain extent, of attendance oriented assignments. So, I reserve the right to lower a student’s grade if a student demonstrates a fairly consistent pattern of missing class time or service learning time by coming late, leaving in the middle, or leaving early or by missing several sessions back to back (*if unexcused and if not made up*). The same applies to any falsifying of data or to improper conduct at the service site. Any and all time lost at such class meetings or service must be made up.
5. **Required Auburn Email Account and Synchronization:** Keep your email account for active so that needed student-school communication can take place in the proper timely fashion. This is now an active rule/policy of the entire university. Also, synchronize your password /account so that you can use computers in the LRC computer labs. Ask the campus (O.I.T.) Office of Information Technology staff for immediate assistance if you need to activate or reinstate your Auburn email account. Inquire with LRC staff about synchronizing your password for access to LRC computers.
6. **Scaffolding (Instructional help) Policy:** After some help has been given in a formative manner, I will sometimes need to limit the amount later on so that you rely more on your own skills and effort which hopefully become internalized. In other words, I provide limited scaffolding (help). In addition, the help must have limits or instead of being scaffolding which is defined as helping a student perform a task so that she/he learns to do it on their own, the opposite can happen without expressed limits. In other words, to write well, some help on mistakes or grammar are provided from time to time but not on everything or almost everything. Some areas of improvement on a task may be left unsaid so that a student can learn to apply criteria so they can effectively search, locate and correct and improve their work. Again, without this understanding between a student and instructor, the opposite may happen--total reliance of the student on the instructor. So, if the goal is student autonomy, then not all things I see as wrong with an assignment can be reasonably expressed to a student in a formative assessment manner. A few things can be communicated but not all things. Remember, a student won’t begin to be self-regulatory until and unless some expectation for autonomy is reinforced by an instructor and placed back onto a student. So when someone says in an email or in class, “*Let me know if my paper looks ok or if there is anything wrong with it before I turn it in for a grade.”* Again, if I've already helped a reasonable amount, and/or if the assignment was to perform the assignment without help, then this is not an appropriate request.

Teacher help should be given often but shouldn’t be entwined with a student’s grade in such a way that blame for a lower than expected grade is presumed to be the fault of a teacher for not giving an unending amount of help on an assignment before it is submitted for grading. Again, help is fine but needs to have some limits. But the grade still has to be a separate process and the grading, within reason, must be done so with the understanding to the student that help is limited for developmental reasons. As an adult, even a young adult, this expectation is the only appropriate way of moving through this class or any other in that learning will involve help but then the assessment (grading) will often be of what you do on your own, with what you’ve learned, practices, skills, thinking, etc. A student can’t grow if all of their improvement rests solely on the extent of their teacher to help them with things they need to internalize to then apply in a self-help, self-regulatory manner. This includes but is not limited to such things as writing papers, analysis, thinking, etc. So, from time to time, it may be necessary to remind someone that they may be asking for an undue (excessive) amount of feedback or help. I’ll be respectful in doing this by simply pointing out that your own efforts are needed as you work on your assignment, and I’ve played my helper role for this particular assignment to the fullest. I may at times ask for a phone call so I can provide some help via phone or meeting during office hours or appointment. Not all feedback can be necessarily fit into an email due to the excessive time it may take as well as the limits in understanding as a possible outcome from feedback in writing only versus an augment of oral/verbal dialogue as added feedback.

The psychology here as it directly affects your motivation is that there are limits in the amount of help that should be provided to a teacher in training student on any one assignment and these limits are so that a student expects more of her/himself in effectively producing their own work and understanding rather than being overly dependent/reliant on an instructor. You too one day will need to establish this overall expectation (to some extent) with your own students (even with most children) in order to help them see a need to do things on their own and to do them well.

As an illustration, you will have to *“teach them how to fish so they can gather their own meals”.* An outcome of this kind is a most basic part of human learning, cognition, autonomy, development, motivation and educational progress.

#### Ethics of grading and receiving a grade (sound and fair grades):

A student may ask a question on assignments (within reason) on what things constituted a lower grade than they perhaps expected. But where things become a problem, an ethics problem, are when sometimes a student will make a request for a higher than deserved course grade for such reasons as for example, “*I need an A”,* or “*I have a scholarship that makes me need an A for the course”*. Not for 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 field of teaching you are studying to enter. A basic rule and need that teachers are hired to honor is to honestly grade a student based on criteria and grading systems established and to do so as fairly as possible and with the least amount of bias. So, I ask in advance to please, at all costs, refrain from making any such comments or requests at all to me in person, on email, in writing, or on the phone. Such statements, (whether intended this way or not), are simply unethical and misguided ways to apparently appeal to an instructor’s supposed sympathy, sense of forgiveness, etc. In reality, our job (our paid duty) is such that, just as important as is our instruction, is our grading (judgment) on the level of student attainment of course objectives. So, to sum it up, you too will very soon be in the same seat as a judge of student performance. Teacher judgments on student progress must be sound and fair to properly serve children, parents, schools, and society. Please also refer to the Alabama Educator Code of Ethics. (5)(c) 5.(i) to further your understanding of ethics in teaching which you will need to know. These are fairly uniform across all states.

1. **Add/Drop, Incompletes and Withdrawals:** Grades associated with incomplete course work or a withdrawal from class will be assigned in strict conformity to University policy *(see A.U.* Bulletin lates*t* edition)*.* If you wish to drop this course, you may do so no later than by the date indicated by the Registration Office. Students who drop at this time will receive a “W”. After the official university deadline for withdrawals, a withdrawal from this course will only be granted under very unusual circumstances and must be approved by the Dean of the College of Education.

Please be advised that an Incomplete mark for this course may be reported first, temporarily (in a student’s GPA), as an F which will negatively affect a GPA. This is a protocol of the registrar’s office. It is not my protocol and nor is it within my authority to prevent or change this protocol. According to AU Policies, Incompletes (IN) are given only for certain conditions and situations (see Student Policy e-Handbook). If service learning hours by the end of a semester’s deadline are below 25 hours then this will constitute either an “IN” Incomplete, or “F” (Failure) or “FA” (Failure due to non-attendance) for the course according to eligibility or non-eligibility for an IN. It is the responsibility of the student to request an IN before the cut-off date for receiving all final course assignments and she/he or his/her appointee must do this on email. This instructor will then confirm receiving that email and then provide a response on email as well. Please check email in case you request an IN from me. To be eligible for an IN, at least 50% of all course assignment work must be completed before the cut-off assignment deadline and must be completed at a satisfactory level (see Student Policy e-Handbook).

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

\*Engage in responsible and ethical professional practices

\*Contribute to collaborative learning communities

\*Demonstrate a commitment to diversity

\*Model and nurture intellectual vitality

Please also practice the below COE Dynamics of Our Conceptual Framework Building Competent, Committed, & Reflective Professionals:

## **\***Display appropriate dispositions. **\***Create and maintain a safe, inclusive, tolerant and stimulating learning environment. **\***Understand multicultural, global, and community perspectives. **\***Focus on learning of all students and methods to assess performance. **\***Integrate appropriate technology and other resources into the instructional program. **\***Collaborate with parents, community leaders, practitioners, and other professionals. **\***Understand how students develop and learn. **\***Build upon empirical and experimental knowledge within dynamic and diverse programs. **\***Teach effectively as evidenced by knowledge of content and appropriate pedagogy.

**Alabama Quality Teaching Standards and Candidate Proficiencies:**

## The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College’s conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in the Syllabus Supporting Materials file. These indicators pertain to human development, organization and management, learning environment, instructional strategies, assessment, learning styles, collaboration, continuous lifelong professional learning, Alabama-specific improvement initiatives, school improvement, ethics, local, state and federal laws and policies and professionalism.

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

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

**M. Service Learning Requirements:** Any and all policies, methods, practices, procedures, and expectations regarding service learning for this course as conveyed and upheld by this instructor AND by service learning coordinator, Nicole Forney, apply to this syllabus. Nicole will provide a printed packet and an in-class orientation to service learning expectations early on during this semester. Please check your email and Canvas announcements for this course daily, Monday through Friday for related updates.

---------------------END OF SYLLABUS--------------------