**COUN 2000**

**(Section 013)**

Living and Communicating in a Diverse Society

**Haley Center 2306**

**Fall 2020**

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**Department of Special Education, Rehabilitation, and Counseling**

**(SERC)**

**College of Education**

**Instructor**

Ashley B. Brown, M.Ed., NCC

Counselor Education & Supervision Doctoral Candidate

abb0010@auburn.edu

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Virtual Office Hours

**Tuesdays 8:00am-9:00am**

Others By Appointment



**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number: COUN 2000-003 (3 semester hours)**

**Course Title: Living & Communicating in a Diverse Society**

**University: Auburn University**

**Prerequisites: None**

**Instructor:** Ashley B. Brown, M.Ed., NCC

**Contact Info: 2084 Haley;** **abb0010@auburn.edu**

**Class Meeting: Haley Center 2306, Tuesdays and Thursdays** (9:30 am-10:45 am)

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| *The course syllabus is a general plan for the course.**Deviations may be necessary and will be communicated to the class in a timely manner.* |

**2. Date Syllabus Prepared:** June 2020

**3. Required Readings and Media Content:**

**Text**:

Johnson, A. (2018). *Privilege, Power, and Difference* (3rd Ed). McGraw Hill.

**Chapters and Articles:**

Blumenfeld, W. (2006). Christian Privilege and the Promotion of “Secular” and Not-So “Secular” Mainline Christianity in Public Schooling and in the Larger Society. *Equity & Excellence in Education, 39*(3), 195–210.

Brzuzy, S. (1997). Deconstructing Disability. *Journal of Poverty, 1*(1), 81-91.

Crenshaw, K. (2016, October). The Urgency of Intersectionality [Video]. TED. <https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en#t-140471>

Dancy, T. E., II, Edwards, K. T., & Earl Davis, J. (2018). Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era. *Urban Education, 53*(2), 176–195

The New York Times. (2019, May 31). The Stonewall You Know Is a Myth. And That’s O.K [Video]. YouTube. <https://www.youtube.com/watch?v=S7jnzOMxb14>

Norton, M. I., & Ariely, D. (2011). Building a Better America-One Wealth Quintile at a Time. *Perspectives on Psychological Science, 6*(1), 9–12.

Sacred Land Film Prokect. (2015, May 26). Indigenous Reflections on Christianity [Video]. YouTube. <https://www.youtube.com/watch?v=OoxNyNWFvZw>

Starr, B. (2017, July 26). Through the eyes of women: Joan Trumpauer Mulholland shares how “she should for freedom” [Audio Podcast] Retrieved from <https://www.khsu.org/post/through-eyes-women-joan-trumpauer-mulholland-shares-how-she-stood-freedom#stream/0>

4. **Course Description:**

This course meets SLO 9. The class focuses on content addressing the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Because successful living in a diverse society requires successful communicating, the course also focuses on communication around difficult topics (often referred to as difficult dialogues).

5. **Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

1. Knowledge of multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally
2. Attitudes, beliefs, understandings, and acculturative experiences, **including specific experiential learning activities**
3. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
4. Cultural self-awareness; understanding citizens’ roles in social justice, advocacy and conflict resolution, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
5. Awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for diversity individuals
6. Understanding of value of cultural diversity in a progressive society
7. Ability to engage in conversations about race, ethnicity, and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions

**Course Philosophy:**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other cultures, challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society and gain awareness of ways diversity in society is enriches society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values other people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means thathateful speech and actions will not be allowed in the class.

Each of us has cultural beliefs and a worldview that shapes how we see the world, what we value, and biases we hold. I ask that you develop an awareness of when your ideas and views reflect your culture and worldview rather than an absolute of what is right or wrong or good or bad. A fundamental part of this class is to identify ways in which the diversity of values and worldviews adds to the society in which we live.

**ASSIGNMENTS/PROJECTS:**

**All assignments are due by the start of class on the date listed on the syllabus.** Late assignments will receive a grade 25% deduction for each day they are late.

**6. Course Content** **and Schedule:**

This course schedule (including assignments, requirements, and mode of instruction delivery) is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

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| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **DUE** |
| 1 | Aug 18 | Introduction to CourseEngaging COUN 2000Having Difficult DialoguesThe Basic Concepts / Language & Terminology*Sensoy & DiAngelo, 2017 (Chapter 1)* |  |  |
| Aug 20 | Reflecting on ResistanceCritical Thinking and TheoryHow Am I Reacting*Sensoy & DiAngelo, 2017 (Chapter 2)* |  |  |
| 2 | Aug 25 | We’re in Trouble: Discrimination in the US | Introduction & Chapter 1 | **Extra Credit Open** |
| Aug 27 | We’re in Trouble (continued)*Ep. 011 Good Ancestor Podcast* |  | **IAT Tests** |
| 3 | Sep 1 | Discussion: We’re in Trouble |  |  |
| Sep 3 | Privilege, Oppression, and Difference | Chapter 2 |  |
| 4 | Sep 8 | Intersectionality | Crenshaw, 2016 |  |
| Sep 10 | Racial Identity Models*Racial Healing Handbook Exercise* |  |  |
| 5 | Sep 15 | Making Privilege and Oppression Happen | Chapter 4 | **Reflection: Identity Models** |
| Sep 17 | Racism & Microaggressions*Sue et al., 2007* | Dancy et al., 2018 |  |
| 6 | Sept 22 | Lee County Remembrance Project |  |  |
|  | Sept 24 | Oppression: Who’s Problem Is It?  | Chapter 5  | **Reflection:****Lee County Remembrance** |
| 7 | Sept 29 | Capitalism, Class, and Domination  | Chapter 3 |  |
|  | Oct 1 | Capitalism, Class, and Domination (cont.) | Norton & Ariely, 2011 |  |
| 8 | Oct 6 | The House we Live in *(PBS “Race-The power of Illusion”)* |  | **Video Project: Poverty Podcast & Exercise** |
|  | Oct 8 | Oppression: What Does It Have To Do With Me?*How Racism Harms White Americans* | Chapter 6 |  |
| 9 | Oct 13 | How Privilege Works | Chap 7 |  |
| Oct 15 | Privilege and Understanding Isms*Sensoy & DiAngelo, 2017 (pg. 65)* |  |  |
| 10 | Oct 20 | Ableism | Brzuzy, 1997 |  |
| Oct 22 | Ableism (cont.) |  | **Group Video Project: Discussion on Ableism** |
| 11 | Oct 27 | Sexism*SteelFisher et al., 2019* |  |  |
| Oct 29 | Heterosexism and Cissexism *Singh, 2015* | NYT, 2019 |  |
| 12 | Nov 3 | Religion and Oppression | Blumenfeld, 2006Sacred Land Film Project, 2015 | **Reflection: Disclosure Documentary** |
| Nov 5 | Defense Modes: Denial, Minimization, andDiscomfort | Chapter 8 |  |
| 13 | Nov 10 | Myths & Rebuttals*Sensoy & DiAngelo, 2017 (Chapter 11)* |  |  |
| Nov 12 | What Can We Do? | Chapter 9 | **Video Project: Local History** |
| 14 | Nov 17 | Advocacy and Action |  |  |
| Nov 19 | Advocacy and Action | Through The Eyes of Women: Joan Trumpauer Mulholland Shares How “She Stood For Freedom” |  |
| 15 |  Nov 23 | Review for Exam |  | **Extra Credit Due** |
| Dec 2 | **FINAL EXAM WEEK** |  | **Final Exam** |

**7. Course Requirements/Evaluation:**

**Readings**: At the beginning of each week you should have assigned readings completed prior to attending class. The readings are extremely important as they will introduce you to the discussion for the day. You will be expected to be knowledgeable about the assigned material.

**Implicit Association Test (IAT)**: You will take the following tests and bring your results to the synchronous class meeting (NOTE – you will not be required to share your results with the class if you are not comfortable doing so – but you will need to submit your results to get credit for the assignment):

Go to this link and take the following tests: <https://implicit.harvard.edu/implicit/selectatest.html>

1. Age
2. Race
3. Gender-Science
4. Sexuality

**Reflection Assignments (2pgs double-spaced + Reference Page, 12pt Times New Roman Font)**:

You will have three (3) reflection assignments in this course:

1. Racial Identity Models
2. Lee County Remembrance Project
3. Disclosure Documentary

**The reflection assignments should BE CREATIVE and interesting and should have some sort of theme that connects to who you are as an individual.**

1. **Reflection Assignment for Racial Identity Models (2pgs. double-spaced + Reference Page, Times New Roman 12pt font; 5 points)**

Write a paper addressing the following prompts after reviewing all the Racial Identity Development Models and viewing the lecture that incorporates Racial Identity.

* **1 pt: Use of the chosen Racial identity development model that best fits you**
* **1 pt:** Exploration of at least 2 stages you feel most closely align with where you fit from said model. This should include a description of the stages and practical applications from your own life (e.g., descriptive examples that indicate being at said stage)
* **1 pt:** Examination of how your identity and experiences have helped your racial identity development growth.
* **1 pt:** Examination of how your identity and experiences have hindered your racial identity development growth.
* **1 pt: Based on what you presented above regarding the different oppressions and privilege you experience**, how are your opinions, those you have empathy for, biases, prejudices, and life goals influenced by these experiences? Give us 2-3 examples.
* **Loss Points (-2):** Failureto reach page requirement OR failure to include references will result in a point deduction from the overall paper score.
1. **Reflection Assignment for Lee County Remembrance Project (2 pgs. double-spaced + Reference Page, Times New Roman 12pt font; 10 points)**

Write a paper answering the following prompts after viewing the Lee Country Remembrance Project Guest Lecture

* **6 pts: Provide a detailed description of the 3 most important pieces of information you learned from the LCRP lecture** (2pts per detailed description)**. What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you, connections to our class content, or points that caused an emotional reaction.**
* **2 pts:** Explore in detail whether the information presented to you was new. What did you learn that you had not been previously aware of before this lecture? What experiences in life led to you not being aware of this history?
* **1 pt:** What information did you already know before this lecture? What experiences facilitated you already being aware of this history? If you were not aware of any of this information, discuss what you wish you had known before today.
* **1 pts:** Finally, discuss how what you have learned from the LCRP presentation should be incorporated into this class as we continue our learning? For instance, how might you imagine an instructor can use this knowledge to further learning for future students taking this course?
* **Loss Points (-3):** Failureto reach page requirement OR failure to include references will result in a point deduction from the overall paper score.
1. **Reflection Assignment for Disclosure Documentary (2pgs. double-spaced + Reference Page, Times New Roman 12pt font; 10 points)**

Write a paper answering the following prompts after watching the documentary Disclosure

* **4 pts: Provide a detailed description of the 2 most important pieces of information you learned from the Disclosure documentary** (2pts per detailed description)**. What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you, connections to our class content, or points that caused an emotional reaction.**
* **2 pts:** Explore in detail whether the information presented to you was new. What did you learn that you had not been previously aware of before this lecture? What experiences in life led to you not being aware of this history? Integrate into this conversation, a description of any defenses or reactions you noticed throughout the presentation (Some questions to get you started: Did you notice a desire to distance yourself from the material? Did you noticed a desire to suppress any emotional reactions? Where did you feel tension?)
* **2 pts:** As you answer these questions, consider your personal gender identity and the experiences you’ve had as a result of your gender identity. Discuss the first time you can remember seeing them represented on screen. How difficult was it for you to remember this? What do you think made it easy/hard to remember? How was the character portrayed in your memory? What were your emotional reactions to this portrayal? Be thorough as you consider your identity with these questions.
* **2 pts: Based on what you presented above, consider how your opinions, biases, empathy for, and/or prejudice toward transgender individuals were shaped by the media you were exposed to and other life experiences.** Give us 2-3 well-articulated examples.
* **Loss Points (-3):** Failureto reach page requirement OR failure to include references will result in a point deduction from the overall paper score.

**Video Project - Poverty: 3-4 minutes (10 points)**

**Discuss the following questions on video after listening to the appropriate podcasts and engaging in the appropriate poverty simulation:**

* **2 pts:** Describe your relationship, understanding of, and experiences with money and/or socioeconomic status. Utilize 1-2 key life experiences (i.e. experiences that helped you grow, molded you, or had a deep impact) to illustrate this relationship.
* **3 pts:** Discuss how your identity intersected or influenced the experiences your described above. How does  **your intersectionality** influence how you think and engage economics. (For help here, listed to Robin DiAngelo’s description of how her understanding that she was White distanced her from her understanding of being poor to help frame your own ideas of how your intersectionality may have influenced you).
* **2pts:** Discuss the aspects of the podcast and/or simulation that were most eye opening or meaningful to your learning.
* **2pts: Based on what you presented above regarding your intersectionality**, how are your opinions, those you have empathy for, biases, prejudices, and/or life goals influenced by your intersectionality and your understanding of poverty in America? Give us 2-3 examples.
* **1 pt:** Presentation is creative and interesting

**Group Video Project - Ableism: 25-30 minutes (15 points)**

**Record a group discussion on Zoom after each of you watch the documentary Crip Camp—A Disability Revolution. Your group should hold a thorough and nuanced discussion of the documentary which should include the following:**

* **4 pts: Each member should provide a description of the 1 most important pieces of information gained in the documentary. What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you or caused an emotional reaction.**
* **6 pts: Group members will engage in a thorough discussion including posing and answering questions with one another. This discussion should be organic, as if members are talking with one another naturally about the documentary.** Points will be awarded based on the a) questions are insightful and reflective of a thorough understanding of the documentary, b) answers from group members are shared across the group, c) question and answers connect to other course content learned across the semester, and d) it is clear from question and answer content that all group members have reflected on their personal identities as they related to the documentary.
* **3 pts: Based on the group discussion, the group will consider together how their opinions, biases, empathy for, and/or prejudice for diverse abilities have been shaped and impact their engagement.**
* **2 pts:** Presentation is creative and interesting. All are respectful and engaged in challenging conversation throughout the discussion. Recording is 25-30 minutes long.

**Video Project – Local History: 8-10 minutes (15 points)**

**Record a creative multimedia project after researching more about your local history. You can pick a place where you grew up, the place where you spent the most years or had the most attachment to, or Auburn, AL.**

* **1 pt:** Identify clearly the location of your research. Tell a little about the basic history (e.g. when “founded” officially, by whom, town growth, etc.)
* **3 pt:** Locate any indigenous history in your town. Who did the land belong to and when/how was it stolen? Reflect on how this may have shaped your town in the early years.
* **4 pt:** Provide detailed descriptions of any other ways in which your town has been shaped by oppressive forces. Include original sources and multimedia when possible (e.g., images, interviews). **Be clear and descriptive when discussing what forms of oppression shaped the community you selected to research. This could include anything from laws and local ordinances to statues/symbols of respect for White supremacists to buildings that are inaccessible. Be thorough and creative in what you research and connect this to your understanding of intersectionality.**
* **2 pts:** Detail any attempts that you can find of community members attempting to make changes toward diversity, inclusion, and justice in your town. What were they trying to change? How did they try to change it? WHO was trying to change it? For example, was there ever a push for changes in laws, civil rights, changed polices? What about local court cases where someone fought for rights for the community?
* **2 pts: In what ways have you benefitted from the oppressive structures in place in your town? In what ways have you been disadvantaged? In what ways have you been complicit throughout your lifetime in maintaining oppressive forces (**i.e. in what ways have you been inactive because your town “is the way it is”)**?**
* **2 pts:** What reactions did you notice in your body as you researched your town? What emotions came to the surface? What tensions did you feel? What do you think led to these reactions? Did you find this exercise physically or mentally exhausting in any way? If so, discuss. If not, describe what you think may have kept it from being exhausting.
* **1 pts:** Video is 3-6 minutes long. References are included on the video (read or written).

**Extra Credit:** (5 pts)

To receive full credit for this assignment, students must reflect on a specific week in this course and write about their reactions and experiences. Students must write a minimum of a 1-page paper, Times New Roman 12-pt font, reflecting on one particular week of content in class. Each 1-page paper reflection is 1pt. To receive 5pts, students must write **five** 1-page papers reflecting on different weeks of course content. The student can reflect on the week of their choosing with the exception of the weeks a reflection assignment is due. The timeline that students can participate in receiving extra credit is noted in the class calendar.

**Final Exam**

The final exam will be administered using an online format. If you do not have capabilities to access an online exam (smart phone, laptop, tablet, etc.), please contact your instructor immediately after the first class. Exam format will be multiple choice and short-answer response questions, based on the readings, videos, class lectures, and discussions. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

### **Assignment Grading System**

**Class Activities**

Synchronous Meetings & Class Activities (5) 15 points

 IAT Test 5 points

**Reflections**

 Racial Identity Models 5 points

 Lee County Remembrance Project 10 points

 Disclosure Documentary Discussion 10 points

**Video Projects**

 Poverty Podcast & Exercise 10 points

 Group Video Project: Ableism 15 points

 Video Project: My Local History 15 points

**Assessments**

 Final Exam 15 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

 B 80 – 89 points

 C 70 – 79 points

 D 60 – 69 points

 F < 60 points

1. **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let your instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let your instructor know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with your instructor. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify your instructor of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with your instructor, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

1. **Class Policy Statements:**

*Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan,* [*AHealthierU*](https://ahealthieru.auburn.edu/)*.*

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by 11:59pm on the day it is due. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas, it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in a University box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: Attendance is required. Students are expected to watch and attend all synchronous class meetings. For synchronous meetings, attendance will be taken in the same way as a face-to-face class would take attendance. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. For synchronous meetings, this means being present with your camera on and not engaging in side conversations or other tasks. **Students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

All lectures will be available on Canvas after they are recorded. If you are unable to attend an asynchronous lecture or turn in an assignment on time due to an excused absence, please contact your instructor immediately. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case, shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

University Attendance Policy for Fall 2020: For fall 2020, classes will be offered in a variety of formats – in person, online, blended, or HyFlex. Students will have the choice to remain home and participate in online courses or join the residential campus experience. Every student should make an informed decision on whether to enroll in the online option or take classes in-person. There are heightened and unpredictable health risks associated with the COVID-19 pandemic. Risks include exposure to asymptomatic carriers of the virus, as well as virus transfer through face-to-face communications and sharing spaces with others. In some cases, Auburn may recommend that students seriously consider the full online learning option. Ultimately, the final decision resides with the individual student and their health care provider.

This course is being offered in a “blended” format. Much of the course will be offered using synchronous (Zoom) format. However, we will also meet in-person later in the course (insert tentative date(s) or see course schedule) assuming that circumstances are conducive to doing so.

Participation: All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a zoom meeting with your instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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.

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

* 1. Engage in responsible and ethical professional practices.
	2. Contribute to collaborative learning communities.
	3. Demonstrate a commitment to diversity.
	4. Model and nurture intellectual vitality.

Classroom Behavior: The AU Classroom Behavior Policy is strictly followed in the course; please refer to the Student e-Handbook at <http://www.auburn.edu/student_info/student_policies> for details of this policy.

Communication:E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks his/her university account or Canvas regularly. I will respond to student e-mails within 24 hours from their initial receipt unless otherwise noted. Emails past 7:00pm CST may not be responded to until the next day.

Office Hours: I am available during my office hours and by appointment via Zoom. Campus email is the best way to reach your instructor to schedule an appointment. I encourage you to make an appointment with and if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.