**CTEE 4030: CURRICULUM NATURAL SCIENCE**

**Class Meeting Time:**  \*Thursdays 8-10:00 a.m.  Lab MWF 7:30 a.m.-3 p.m.

**Classroom:** Haley 2406 **Credit Hours**: 4 semester hours

**Prerequisites:** Admission to Teacher Education

**Instructor:** Brandi Dailey **Office:** Haley 5034 **Office Hours:** Zoom-by appointment

**Telephone:** 334-759-9291 (personal cell) **email:**  [bad0032@auburn.edu](mailto:bad0032@auburn.edu)

**Required Texts and Resources**

*Teaching Science Through Inquiry-Based Investigation*. Pearson. 13th edition.

**Other requirements:**

* Technology --access to an electronic device (e.g. tablet, laptop), printer, and web access. You must have access to a web browser and check your AU email account and Canvas account daily
* headphones/earbuds
* [Canvas Student Guide](https://guides.instructure.com/m/4212)- This link from Canvas provides you a listing of FAQ for all of Canvas for student use
* face mask/covering
* Time management skills
* COE name button *[LRC for buttons]* (to be worn in field placement)
* Science lab/activity supplies (due to COVID-19 restrictions, students cannot share supplies in the class; students will need to supply materials to complete science labs and activities. These materials will be common household goods/items or purchased for very low costs, e.g., soda can, string, ping pong balls. *Do not collect or purchase any materials until asked*)

**Recommended:** National Science Teacher Association, [NSTA membership](https://my.nsta.org/membership/join/member-plans?p=a&t=&gclid=Cj0KCQjwsuP5BRCoARIsAPtX_wFxHMYosNhDyfm0XwlGPq_E2eycYNxbS8YapuaX7pzrMpLocDfQR5IaAtIjEALw_wcB) --student membership (discounted). This is not required; it is a great opportunity to join and gain access to digital resources and journal archives, etc.

**Course Description and Class Format**

**Course Description:** This course is designed to acquaint teacher candidates with current methodologies of teaching science for understanding and providing practical experience, theoretical background, and pedagogical skills. The course approach will focus on integrating content and national standards in a variety of curricula that are developmentally appropriate, interesting, and relevant to student's lives, organized around inquiry and connected with other school subjects.  Teacher Candidates will create and teach lessons that reflect accurate knowledge of science content, the nature of science, science process skills, use of technology in science teaching, assessment, and science pedagogy. They will reflect upon teaching experiences noting areas of strength and weakness and develop plans to improve their practice.  They will gain knowledge of how to choose from a variety of activity types in order to teach science in a way to address student needs including collaboration with peer colleagues.  The teacher candidate will accomplish this through modeling and by learning to design inquiry-based lessons that provide strategies for dealing with the challenge of teaching science. The goal is to help the candidate think of ways to become an innovative teacher who wishes to facilitate all students in the pursuit of scientific knowledge. This course is designed to help develop a foundation of sound teaching strategies that engage students in the exploration and discovery of the world of science.

**\*Class Format:** This class is taught in a hybrid format blended to include face-to-face instruction held on campus, along with a virtual environment meeting. Class meetings are scheduled once a week for 120 minutes. The classroom capacity to maintain a safe, social/physical distance is less than the course enrollment, so the entire class cannot meet face-to-face simultaneously. Therefore, you will need to go to the Canvas course homepage and reference the hyperlinked calendar to check which group will come to campus for the face-to-face class meeting and which group will join the class virtually via Zoom during our scheduled class meeting time. There may also be times which you will complete work asynchronously or meet with a small group for collaborative work over Zoom. In addition to your coursework, this class has a field placement component.

Lab: *At this time, our field placements are scheduled to begin on September 9th.  If placement schools continue to provide face-to-face instruction, you will be scheduled to attend your placement each Monday, Wednesday, and Friday.  The expectations and assignments for field placement may change if placement schools move to fully remote instruction at any point this semester.*

Further, this class is technology-enhanced; it will use Canvas as a learning management system (LMS) for online activities. You will take quizzes, complete discussions, and submit assignments online. Your grades will be kept in the Canvas grade book and will be available to you as soon as they are assigned and assessed.

**Course Objectives:**

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

* Demonstrate the ability to use a variety of resources and instructional strategies in planning and teaching inquiry-based hands-on elementary science lessons consistent with the Alabama Course of Study.
* Demonstrate the ability to design and implement authentic assessment strategies for science knowledge and skills.
* Demonstrate the ability to use computer technology to access information for planning lessons, to communicate via email, and to integrate into the elementary science curriculum.
* Demonstrate an understanding of environmental education and the ability to use community agency resources in planning and implementing an environmental lesson.
* Demonstrate an understanding of how temperament styles, teaching styles and learning styles are connected in teaching science.
* Demonstrate an effective way of helping students learn to construct their own understanding by connecting their many ideas into concepts, attitudes, and skills.

**Course Assignments and Evaluation:**

* In-Class Activities/Discussions/Participation/Professional Disposition/Labs 15%
* Class Discussion Facilitator 5%
* Outside Class Assignments/Quizzes 15%
* Science Lesson Plan 1 20%
* Science Lesson Plan 2 20%
* Final Project 25%

**Grading Scale:** 90-100-A      89-80-B      79-70-C    69-60-D   59-0-F

**Final Grades:** Final grades are calculated on a weighted percentage basis. Each category is calculated by the total of all points earned divided by the total of all points possible in that category. Final weights are used for each category to calculate the final grade. This class uses a 10-point grading scale, which means that you earn an “A” if you have at least 90% of the total points available in the course (see chart above).  You can check your progress at any time within Canvas.

**Assignments:**  All written assignments must be typed and should adhere to correct Standard English conventions and mechanics. Assignments must be presented on time. Late assignments will be reduced by 10% for each day they are submitted late for up to three days, other than quizzes and discussion board posts which cannot be accepted late. No work will be accepted once it is more than three days late. The course final will **not** be accepted late.

Assignment details and deadlines are listed on the Canvas course page. Due to the current global situations of the uncertainty, the course schedule topics and assignments may be adjusted and are in a fluid state. Thus, you should check Canvas daily for the calendar, announcements, or sent messages.  Further, not all assignments are listed in the syllabus, as with any teachable moment, the instructor may assign an assignment that will enhance the instruction of a concept.

**Course Structure and Assignments**

**Lectures:** Lectures will cover material listed on the class schedule and will consist of material that may not be covered in the class text(s). Lectures will also involve activities and discussions that will help aid your understanding of the topic(s) covered - participation is required. Lectures may be delivered in synchronous face-to-face/Zoom sessions or asynchronously via pre-recorded presentations. Class discussion facilitation will also accompany the class topics and readings.

**Assigned Readings:** Each week you are expected to read the assigned reading(s). This will be the first activity that you should complete. The readings are to ensure that students are feeling confident in their understanding and knowledge of science.

**In-Class Activities:** There will be several in-class activities that may include, but are not limited to, group discussions (in-class and virtually), group work, labs, and a few other types of activities. These assignments will be completed and turned in during class time. This component is graded partly on your class participation.

**Outside Class Assignments:** Many assignments are expected to be completed outside of class after the class meeting. These include writing assignments, reading quizzes, and possibly some science labs/activities. Outside of class assignments will be completed and submitted to Canvas. Details and due dates will be given in class as well as listed on Canvas.

**Lesson Plans and Course Final:** Lesson plans and the course final are worth a varied weighted percentage of your overall grade. Assignment details, due date, and grading criteria for the assignments will be discussed in class and listed on Canvas. Both the lesson plans (creation and delivery) and the course final will use skills and knowledge gleaned from the course and your lab placement over several weeks.

*Lesson plans:* Over the semester you will create and teach two science lesson plans. The composed lesson plans will follow the 5-E format using an inquiry-based approach, aligned to the standards, and taking into account your diverse learners’ needs. Co-planning the lessons with your cooperating teacher is highly encouraged. You will teach the written lesson plans in your assigned field placement classroom and will record them using GoReact, a cloud-based video feedback system.

*Final:* The course final will be completed and due during finals week. It will consist of your cumulative understanding and demonstration of science, science teaching, and science education.

**Professional Participation & Mental Presence:** As budding professionals, your disposition in collaboration and exchange is extremely important. This class depends on your active participation; students are expected to participate in all class discussions and participate in all exercises. Students are not to complete a different course’s assignment or work during class time. Because learning occurs as we are actively involved, this requires you to be physically and mentally focused and present. Please offer others the respect and attention that you would like to receive when talking and/or presenting to the group. Participation involves:

* a careful reading of the texts and/or additional articles prior to class meetings
* active listening and discussion during class (face-to-face or virtual)
* participation and cooperation during class activities and assignments
* completion and submission of all assignments on time
* timely attendance of all class meetings (face-to-face or virtual)
* honest exchange and challenging of viewpoints

**Due Dates:** “*The DO date is not the DUE date*.” Technology cannot be used as an excuse. Procrastination is the number one reason why work is not completed by the scheduled due date. Manage your time, carefully plan, and establish times to complete your assignments. Start your assignments well before the DUE date to avoid those last-minute emergencies or technical situations that may arise to prevent you from completing assignments on time. For example, if you are uploading your work at 11:50 p.m. for an 11:59 p.m. due date and your Internet connection fails, that is a procrastination issue. It is Murphy’s Law that problems are apt to occur when you cram or rush.

If a campus-wide problem occurs (such as a network outage) that impacts the ability of all students to complete activities as scheduled, your instructor will make appropriate accommodations after verification. If you are having individual technical or computer difficulties, it is your responsibility to use the computers on campus or through another source to meet deadlines. Computers are available to you in the library and computer labs throughout campus. Check with the library or computer lab locations and times of operation. Please do not email me minutes prior to the due date of an assignment or moments right after the due date and the Canvas assignment window has closed letting me know there were technical difficulties. Please manage your time wisely as a budding professional.

**Course Policies:**

**Names and Pronouns:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.   *\*Source: Auburn University College of Education, Critical Studies Working Group*

If you would like to change your given name and pronouns to be reflective within AU Banner, Canvas, and Zoom, go to the Canvas course home page, click on “tech information and assistance,” and scroll to the bottom for instructions for how to change your given name and add your pronouns.

**Academic Dishonesty**: Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. Any student who is caught committing academic dishonesty on any assignment will receive a grade of zero on that assignment. In addition, the student's final grade in the course will be dropped by one letter grade.  Neither of these penalties is negotiable. It will be up to the instructor's discretion to take further action based on the perceived severity of the offense. Students will also be reported and will face disciplinary action by the University which could result in the student's permanent forced withdrawal from the University.

*Cheating***:** Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. In addition, any student who is caught cheating will receive a grade of zero on that assignment. Any assignment that is submitted by more than one student will receive a grade of zero unless it was designated as an assigned group activity. Any assignment where students have the same verbiage or answers, even when collaborating, will receive a zero for the grade. This grade will be given to any and all students who submit the same work. Students who cheat will also be reported and will face disciplinary action by the University which could result in the student's permanent forced withdrawal from the University.

*Plagiarism***:** Plagiarism on any level will not be tolerated. All assignments submitted are subject to be checked for plagiarism. All students should know exactly what constitutes plagiarism. Even accidental, unintentional plagiarism will result in automatic failure. Anything you copy from any source gets automatically highlighted on your assignment. For penalties associated with plagiarism and other cheating, see the Academic Dishonesty section above.

*Falsification***:** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. Some examples of falsification are:

* false or misleading citation of sources
* the falsification of the results of experiments or of computer data
* false or misleading information in an academic context in order to gain an unfair advantage.

*Multiple Submissions***:** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, the use of prior work may be desirable or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

**The Right to Change:** The instructor reserves the right to modify the course syllabus, class schedule, modify the course syllabus, alter classroom policies, and has the freedom to cover course topics at their discretion in order to meet learning objectives, compensate for the missed class, or for similar reasons. If normal class and activities are disrupted due to illness, emergency, or crisis situations (i.e., COVID-19 pandemic), changes that affect the syllabus and the course structure may have the possibility of altering student outcomes. Thus, if this occurs, an addendum to your syllabus and/or course assignments, structure, and schedule may replace the original, and students will be notified of changes.

**Attendance/Absences/Tardies**:  Attendance is required and taken at each class meeting. There is not an opportunity to make up missed work completed in class. If you know of an occurrence where you will not be able to attend class or you are able to not come to class, whether virtual or face-to-face, notify me as soon as possible.

*Excused Absences*:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by a University academic unit, trips for University classes, trips for participation in intercollegiate athletic events, a subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class or lab 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 such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on absences.

*Lab Placement attendance:* In addition to your coursework, the course has a field placement component.  Currently, our field placements are scheduled to begin on September 9th.  If placement schools continue to provide face-to-face instruction, you will be scheduled to attend your placement each Monday, Wednesday, and Friday.  The expectations and assignments for field placement may change if placement schools move to fully remote instruction at any point this semester. Students are expected to attend their lab placements in the corequisite methods course. The school setting is required in order to complete the projects in this course. Failure to attend the lab placement will not count as an excuse for poor quality or work undone. Check the lab manual for the attendance policy and make-up dates for days in which you could make up your hours for absences. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.

*Excessive Absences:* After 3 class absences, students will be referred to the Office of Student Affairs to be withdrawn from the course. Three tardies to class will be counted as one absence. Leaving class early counts as a tardy. A tardy consists of being more than five minutes late to class or leaving class ten or more minutes from the course’s scheduled end time. If you miss more than 3 class meetings (the equivalent of three weeks of coursework), students will be referred to the Office of Student Affairs to be withdrawn from the course and could be assigned a grade of "FA" as you will have insufficient time in the course to earn passing course credit.

**Technology:** \*Students are responsible for checking their Auburn University email and Canvas accounts daily for announcements. This course will follow and adhere to the [Auburn University Appropriate Use of Technology Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/AppropriateUseofInformationTechnologyPolicy.pdf).

*\*\*Review the Canvas course page on tech assistance and information for more detailed information and policies relative to technology, course interactions, netiquette, handling tech issues, and where/how to get help for tech issues.*

*GoReact*: Students will be required to use GoReact during their field placement to upload and comment on a teaching video. GoReact is a password-protected, online platform that will work as a repository for your teaching videos during field placement. Your instructor will provide instructions on how to create an account. GoReact is the only way you can submit your teaching videos for your course! Students must upload video files directly to GoReact. Students are **not** allowed to upload videos to YouTube first and then use the YouTube link as the GoReact upload. This action violates our media release agreement between the university and elementary school students and families. If you have trouble compressing a video, you may visit the [GoReact Help Site](https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom)  or complete the [GoReact Student Support Form](https://help.goreact.com/hc/en-us/requests/new)

*Technology in the Classroom:* Students will utilize technology in the classroom this semester. While students may use a laptop, tablet, or similar device for viewing the readings and/or completing in-class assignments/discussions, or interactions, students should not use said devices for personal texting, social media purposes, web surfing, or other non-class related activities during class (this includes another course’s work/assignments). If this becomes a problem, a student may be asked to leave the class session. Further, silence/turn off cell phones during class time and usage of these will be permitted during class time unless otherwise stated. If you have an emergency or other extenuating circumstances, please speak with me about keeping your device on silent prior to class.

*Internet Access and Course Technology:* Since this course utilizes Canvas as an online component, students must have access to a working computer and reliable access to the Internet. Students can use an Auburn University computer lab (if available), the public library, etc., to ensure access. Make sure to plan ahead and have a back-up plan in place in case you have technical problems. If you experience Canvas technical problems, please look at the [Biggio Center's Student Self-Help for Canvas Page.](http://wp.auburn.edu/biggio/helpguides/student-self-help/) Additional sources of information and assistance can be accessed from the [AU Student Resources Page](/courses/1271475/pages/au-student-resources) of the Canvas course page.

*Tech issues:* Much of this course is hosted in Canvas (assignment dropboxes, resources, discussion boards, assessments, etc.) and may require students to download and troubleshoot their own technology problems. Since I am unable to make house calls or personally analyze multiple different student computer systems, troubleshooting may involve working with the campus help desk, LRC, peers, etc. That being said, if you have tech issues, I will happily try to help you during regular office hours. Also, look to the Canvas course page “tech information and assistance” for links to the Help Desk.

*Backing up work/saving work:* All assignments for this course are submitted through Auburn University’s Learning Management System (LMS), Canvas. Courses with electronically submitted assignments require students to take responsibility for saving and backing up their work and for re-doing assignments if they fail to back up their work (It’s a good idea to create assignments in Word, Docs, or other word processing software in a case where Canvas times you out or you lose your connection).

*Submissions:* As soon as you submit an assignment in a Canvas dropbox, you should immediately check for the verbiage “submitted” that appears on the screen. Additionally, you can also then go to the “Grades” section within Canvas and also see that there is no longer a blank next to the assignment title, indicating that something has been submitted to a dropbox (whether this is a text entry or file uploaded/attached).

**Professionalism**: This course will follow and adhere to the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) and the [Auburn University Code of Conduct Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentConduct.pdf)[.](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) Further, 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

Budding professionals use appropriate means for discussions: Please respect our class time together and my own time as a teacher and researcher by planning to discuss grades or other points of discussion/contention during my outlined office hours or by an appointment.

Budding professionals take responsibility for their own learning. My overarching goal is to support class members in becoming the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and meditating or facilitating work with collaborating peers.  Email is the surest way to contact me outside of class, and while I do check my email regularly, during my office hours, I will respond immediately to emails, provided I am not meeting with a student at that moment. Outside of office hours,  **I do not check email after 9 pm.** Please allow me 48 hours to respond to email. If you have an emergency, please call my cell phone (personal number) listed on the syllabus.

Budding professionals give credit where credit is due. Even though I will encourage you to work in groups and learn from each other, each individual is held responsible for their own behavior and learning. I expect students to submit their own work for all assignments. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to academic dishonesty will apply to this class. See also [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) for rules on academic honesty. If and when resources are found (even those online!), the proper citation must be used.  Details regarding APA formatting and citations will be available on Canvas, and it is a student’s responsibility to learn and adhere to citing a resource. In addition, written assignments that are similar or identical to those of other students in the class (past or present) as well as submitting previously submitted work for another course is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Resubmission of the found assignment is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of this course.**

Budding professionals make others aware of what they need to be successful.  Please inform me within the first week of class if you require adaptations/modifications to any assignment because of special needs (disabilities, religious observances, technology access, or otherwise).

Budding professionals show up on time and are prepared every day for work. Your attendance is expected during each class session, whether it is a face-to-face class meeting or virtual. Failure to attend class sessions usually results in a lower grade due to the collaborative approach of the class structure.

Budding professionals complete assignments on time.  Assignments are due in Canvas as indicated in the particular assignment’s requirements and the course calendar. Assignments submitted after this time will be considered late. Assignments that are ***incomplete or submitted late*** will be reduced by 10% for each day they are submitted late, **up to the third day *(excluding quizzes, discussion boards, and the course final; NO late submissions are accepted for these assignments)***. Once a due date has commenced, the Canvas assignment window has closed and can no longer accept submissions in the dropbox. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work and or for submitting assignments past deadlines for late credit, when applicable. When or if you are unable to complete an assignment as a result of illness or a similar event that incapacitates you, let me know as soon as possible, preferably before the deadline if possible, giving an estimate of when you expect to complete the assignment. The instructor will discuss the next steps with you.

\*Only course assignments submitted by the due date to the appropriate Canvas dropbox will be assessed. Any assignment file, comments, text, etc. posted within the assignment feedback/comment field will not be assessed.

**University Policies:**

*Title XII*: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. To read further on the academic honesty policy and other University accepted policies on student attendance, grievances, classroom behavior, and other important matters, see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/).

*Title IX*: Auburn University is committed to providing a work and educational environment free of Discrimination and Harassment. Auburn University is equally committed to the principle of equal opportunity in education and employment. The University does not discriminate or tolerate Discrimination or Harassment against individuals on the basis of sex, (sexual orientation, gender identity, and gender expression), race, color, religion, national origin, age, disability, genetic information or protected veteran status (collectively, “Protected Status”) in its employment, admissions, and/or education programs and activities. If you believe you have been discriminated against on the basis of a Protected Status, we encourage you to report it to the Office of Affirmative Action/Equal Employment Opportunity (AA/EEO). Consistent with the University’s Non-Discrimination Notice and the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”) (see 34 C.F.R. § 106 et seq.), Auburn University prohibits Sexual Harassment that occurs within its education programs and activities. For more information about Title IX policy against discrimination and harassment, please go to [Title IX](https://sites.auburn.edu/admin/universitypolicies/Policies/TitleIXSexualHarassmentPolicy.pdf#search=title%20IX)  and for reporting and resource options at Auburn University, please go to [TitleIX](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyAgainstDiscriminationandHarassment.pdf#search=title%20IX)

*Accessibility*: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting the first week of classes or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by email. At our scheduled meeting, please have a copy of your accommodations memo. 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).

*AU eValuate:* Please remember to participate in the AU eValuate process at the end of the semester. Your feedback is important.

**COVID-19 Related Policies**

**Statement on COVID-19 social, physical distancing**: Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom and in public spaces. Students will be asked to sit and respectfully social distance from the course instructor as well as other classmates while in the face-to-face classroom setting for the safety of all. Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Mask/Face covering policy:** In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines, face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. Further, you are required to wear your mask at all times throughout the duration of the class meeting. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face-covering requirement, please contact the Office of Accessibility to obtain appropriate documentation. You will not be permitted to attend class without a face covering unless you provide this documentation.

**Possibility of going remote:** In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas message within 72 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer with a working webcam and Internet.

**Assignments/schedule subject to change due to pandemic**: The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event, a student in class tests positive:** Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms, or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive or am required to quarantine**: If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom, please notify me via email in the *first week of class.* I’m happy to consider and provide accommodations, but you will need to be in communication with me beforehand.

*\*Note: Students may not record all or part of a class, live stream all or part of a class, or make/distribute screen captures, without the advanced written consent of the instructor. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or otherwise, with any other person, or on any other platform. Classes this semester will be recorded by the instructor and posted within the accompanying module. Students who do not wish to be captured (audio or video) within the recording will have the opportunity to express the request to not be taped at the beginning of the semester and throughout any class, these students will signal to the instructor in class so she may pause the recording for the student. Students may use instructor’s class recordings for their own studying and notetaking. Further, the instructor’s recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students' Office and may result in disciplinary action.*

**Attendance**: Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I do not want the need for documentation to discourage you from self-isolating when you are experiencing symptoms or have been exposed. If you test positive for, exhibit symptoms of, or have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of class or lab placement of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Common FAQs**

**I didn't know that I plagiarized, can I redo it?**

No, if you plagiarize, you will receive a zero on the assignment and there is a good chance you will fail from the class. You will also be reported to the university for academic dishonesty (where you could face disciplinary action as severe as expulsion from the university).

Let's go over the concepts in the simplest way possible so there are no mistakes made.  Here's a three-part test:

1. Did you open a book, look on a web page, read an article, watch a video, or talk to someone about the topic you are writing about?  Did you both use an in-text citation and put it on your reference list at the end?  No?  Then you plagiarized. Any idea that did not come solely from your brain needs to be cited.
2. Did you copy anything word for word and use it in your paper?  As little as three words in a row?  If you did, did you put it in quote marks, use an in-text citation and put it on your reference list at the end?  No?  Then you plagiarized.
3. Did you cut and paste a section of text into your paper and then change every other word to something slightly different so it is no longer a direct quote?  Yes? Even if you cited it, then you still plagiarized.

If you are ever in doubt, see an excellent and detailed source on the web,  <http://plagiarism.org>

**Have you graded that assignment yet?**

Normally I grade all assignments within one week, but some assignments take longer than others and often several assignments from different classes will come due at the same time. Therefore, I usually say to wait up to two weeks, particularly if it is a larger project that you have also spent much time working on to submit. If it has been longer than two weeks and you still do not have a grade, then email me.

**Did you get my email?**

First, an important statement regarding email communications. Please state which class you are in when you email; it will give you a much shorter turnaround time on email responses.

I most likely did get an email, but it could take a while to respond. Generally, I do a “quick” check of email often throughout the day (but not past 9 pm), and if your question is easy to answer, I try to respond immediately. If it is going to take some research, I often save it so I can look at it more closely and answer it later for the best response. Sometimes this can take up to a maximum of 5 “business days” to answer. Very rarely an email will get overlooked or forgotten, so if it's been more than 5 business days, I would suggest contacting me again.

**Your email reply was very short, are you mad at me or my emailing you?**

As much as I like to extend all common courtesies and email greeting etiquette when possible, I will occasionally answer your email from my phone or another mobile device if it is urgent or easily answered. In this case, the reply will be short, but to the point. This does not mean I am mad by your question or email but simply that a quick and short reply sufficiently answers the question.

**How long does the answer need to be?**

Assignments, essays, and papers are not exercises for minimalist writing. I need to know you understand the answer you give. In most cases, I am not just looking for you to write the answer but also tell me WHY it is the right answer. Your answers should never be shorter than the question and should be thorough enough that I can tell what the question was that you are answering by reading the answer. Always self-assess by reading the assignment requirements and/or rubric as well.

**Can I resubmit my assignment for another grade?**

No, all assignments will be graded once per a submission, unless otherwise stated. Make sure to use the feedback to correct or include missing information from the assignment submitted if the opportunity to resubmit is granted or for future assignments similar.

**I can’t log onto Canvas!**

**I can’t attach my paper!?**

**My quiz won’t start!**

**Any other question or exclamative about a Canvas error...**

Generally, I am just as baffled as you regarding the inner workings of our online course platform. Unless I am able to sit next to you (or you can come to my office), I’m not very likely to be able to figure out what the problem is. Usually, my only questions are: “Are you using a desktop or laptop? Are you using IE, Firefox, or Chrome as your browser? Did you use the system check on the login page?” I once got constant technical issues emails from a student and later discovered she was trying to take the entire class from a smartphone that wasn’t supported.

I can tell you that user error does make up a good chunk of these (trying to start an expired quiz, attaching a paper in the wrong place or wrong format, or having a bad password), however, the AU helpdesk is pretty good at figuring out if you are doing something wrong or if there’s an issue with the system. At the first sign of trouble, go to their service website at <https://auburn.service-now.com/it> and see if they can help or call AU OIT at (334) 444-4944 email them: [itservicedesk@auburn.edu](mailto:itservicedesk@auburn.edu), visit them on the 3rd floor of RBD, or chat with them virtually during their listed (below) hours of operation.

If you place a service ticket for your account or email them at [itservicedesk@auburn.edu](mailto:itservicedesk@auburn.edu),  make sure that you **also** copy/CC my email address [bad0032@auburn.edu](mailto:bad0032@auburn.edu) on the ticket as well so that I am in the communication loop for your service and that if we need to pinpoint the error or track down what happened, I am aware as well.

**I turned in my assignment, but I don’t see it now...**

**I typed my essay in the browser, but it got an error when it was submitted...**

**I completed the quiz, but never got a grade...**

Save everything. Save it outside the browser, preferably with a backup. Technical glitches happen. If you worked for hours on an assignment in the browser window and never saved, you’ll have to do all your work over again. If I cannot view anything, then I cannot grade anything. On the same note, when you attach an assignment, you can SEE it is attached. If it's not there when I go to grade it, then I can’t grade it. The same applies to quizzes - you can see that you submitted it. Please make sure your assignments are in on time and confirm they are there. Taking 30 seconds to double-check is worth not losing hours of work.

As soon as you submit an assignment in a Canvas dropbox, you should immediately check for the verbiage “submitted” that appears on the screen. Additionally, you can also then go to the “Grades” section within Canvas and also see that there is no longer a blank next to the assignment title, indicating that something has been submitted to a dropbox (whether this is a text entry or file uploaded/attached).

*\*for technical issues, please see the former question above*

**Do I need to cite my source?**

If you are asking, the simple answer is always yes. In an essay, assignment, paper, project, presentation, or even discussion post, you should give some credit if you use ideas or information that is not your own. You will never be penalized for citing a source; however, not citing a source is viewed as plagiarism and could result in automatically failing the assignment, failing the course, and/or expulsion from the university. For more information and to answer further questions, see an excellent and detailed source on the web, <http://plagiarism.org>

**What is an academic source?**

When requesting additional sources, professors will often ask for you to only use “academic” sources. Generally, academic sources can be summarized by the following: 1) written by someone with academic credentials, 2) the source has all its sources properly cited, 3) the source is objective (it does not mean the author doesn’t take a side in a debate but rather than the arguments are made logically, without personal bias, and are backed up with sound research and evidence).

The most common follow-up to this question is usually about Wikipedia. Because of the open nature of the project (anyone can get access to edit), it usually fails as a reliable academic source. Wikipedia generally can be used to familiarize a student with foreign concepts but should not be used or cited in any class assignment.

**Where can I get “outside” sources from?**

The easiest place to find sources is the campus library or library’s website. The librarians are usually very helpful and will often assist you in finding additional research. Their website <https://www.lib.auburn.edu/> has a variety of electronic sources, including academic journals, within their databases that can be used as sources.

Your textbook often will cite sources or give additional readings that can be used as well. I do not recommend using Google (in general) or other search engines to find sources. In this tech-age, anyone can post anything on the Internet and although the source may seem reliable, there is no way to tell unless you find the source through a resource you already should trust (like your textbook or campus library).