 **FOUN 3103 -** MKS

**SYLLABUS**

*See addendums list as of 8/8/2020 on page 57.*

**Child Development:** *Learning, Motivation & Assessment*

**FALL 2020**

Department of Educational Foundations, Leadership & Technology

College of Education

**Instructor:** Professor Paris Strom

**Educational Psychology**

**(**Lifespan Developmental Psychologist) **Phone & Voicemail:** cell 334-728-0909

**Fax:** 334-844-3072

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

**Office Hours**: Tuesdays & Wednesdays 10:30am-12:00pm (Zoom and phone only) and by appointment made by scheduling on email two business days in advance M-F while term is in session. Call my cell 334-728-0909.

**Office Location:** Main Campus Haley Center - 5th Floor

Office door number— 5088

**Class Location:** Zoom only on posted dates

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

**FALL 2020 Course Syllabus (FOUN 3103)** – Professor Strom

**PART I** (pages 1--33) **Part II** (pages 34—57)

1. **Course Number:** FOUN3103 (section MKS)

**Course Title:** Child Development: Learning, Motivation & Assessment

**Instructional/Teaching Modality:** Online Mixed is the format. We will meet in synchronously on Zoom for one required meeting and then after that, all other sessions are asynchronous with weekly assignment due dates. This modality appropriately addresses all course objectives.

**LEC Course Structure** (Mixed Online) mostly **a**synchronous – *5 credit hours (on Canvas as the LMS supported by Auburn University)*

**LAB structure for course:**The lab will be chosen by student as either on-site at an assigned school with journals or Alternate Service learning (with online activities and journals). - *1 credit hour*

**Credit Hours: 6** semester hours {5 credits for Lecture and 1 credit for Lab service learning} The lab includes 25 clock hours (on site contact hours) at a nearby assigned afterschool 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 RSED 3000/3003 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.

1. **Term: Fall 2020**

**Meeting Day/Time/Location:** Meeting dates shown below will be held on Zoom only. Class meeting options were emailed to students to plan (choose one date/time). These choices were:

-------------**Early bird session (if chosen)** - - - -**Sun, Aug 16** 2:00--4:50 p.m.

*-------------****Back-up session***: *- - - - - - - - - - - - -* **Fri, Aug 21**      6:00--8:50 p.m.

*-------------****Back-up session****:* - - - - - - - - - - - - - **Sat,****Aug 22**  2:00--4:50 p.m.

Two meeting back-up sessions were made available in case we needed them. The back-up meetings will also be held on Zoom only. A link to the above Orientation meetings (a different link for each meeting date) will be provided in the Zoom tab located to the left side of your Canvas page and emailed to you.

**CLASS MEETING OPTIONS:** Until you meet for the meeting planned, reserve the back-up meeting date as well. When the meeting is then held **and then** attended by a student, then the other meeting back up date/time is not needed to be reserved by those who have attended.

This particular section of this course (FOUN3103) will be in Distance Education format which means that the course material, including lectures (*videos*) and readings, will be on Canvas. Most of the time, assignments in the course will be conducted and submitted on a week to week basis online via Canvas. Most of the time you will attend lectures online from week to week but you will watch the material and take online assessments at a time that works within your weekly schedule and submit written assignments and quizzes by the typical weekly deadlines (on **Tuesday evenings 11:59pm C.T**.). All online learning modules (these contain the lectures, readings, and written assignments) are accessible 24/7.

For MOD 5 I will hold a Zoom meeting on one date shown on page 16. You can meet us then on Zoom to complete the discussion assignment **or** you may complete the discussion assignment in Canvas, without meeting on Zoom. I will not record this zoom meeting (for MOD 5) and the reason why is because students will be sharing and discussing answers to an assignment.

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

**\***Professor Strom, Ph.D., Educational Psychology – Lifespan Development

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

\*Office: 5088 (5th floor) Haley Center Department of EFLT

\*Phone 334-728-0909: Message machine is at same number. Leave a message if you call when I’m away. Call my cell - 334-728-0909.

\*Email & Phone check times: First daily check time (Mon - Fri) is before or by 10:30 a.m. and last check time is at 3:30 p.m.

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

**Weekly Remote Office Hours from Aug 18 to Dec 11:** (*Unless announced otherwise*)

Call-in office hours (no appointment needed) start Aug 18 on Tuesdays and Wednesdays 10:30am –12:00pm. At times other than the above, appointments must be made on Tigermail at least 2 business days in advance of requested day and time. Dec 11 is final date for Fall 2020 appointments. Appointments may be held on Zoom or 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. 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 the Canvas announcements 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 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 a required AU meeting or some other obligation or event, then I’ll post on Canvas Announcements if I’m away that day so that you know and then also post when I will serve make-up office hours.

If you call my cell phone and I'm not there please leave a message with your phone number and when I can, I will either call back or email you the information you need. I will return the call or email shortly thereafter.

Office hours will be held on the phone and on Zoom (if needed) at stated times and students are encouraged to utilize this time (or appointment times made) to meet regarding their questions. Unless an appointment is necessary on Zoom or via phone call then all other questions or dialogue will be addressed via email (on Tigermail) and on Canvas email so please check both daily (M-F). 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 phone meet or Zoom. Email works most of the time but not all of the time.

No office hours or appointments are planned or held during holidays or break times between semesters. 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. Call my cell for office hours and appointments.

**About Email & Phone Check Times**:

During this fall term session, I check email and phone messages Monday through Friday mornings before or by 10:30am and at 3:30pm. 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/phone 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 by the end of the next business day for 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 business travel or 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.

**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. 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 2020, is being distributed for Fall 2020 for Dr. Strom’s (MKS) section of FOUN3103, 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 (if we meet on site).

**4. REQUIRED COURSE MATERIALS:**

--Identification Tag. For service learning, get the I.D. tag in the LRC or use the one you have already. It does not need your photo on but needs your name and the Auburn University logo so that the school will know who you are at all times when at your service learning site.

---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, “Thinking in Childhood and Adolescence” by Paris Strom & Robert Strom © 2013. ISNB: 978-1-62396-433-7

There is only one edition of this book. Authors are Paris Strom & Robert Strom. This textbook WILL BE ACCESSIBLE on/in Canvas as provided by the Auburn University Haley Bookstore platform called ALL ACCESS via RedShelf. 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.

--Computer with Internet: Daily access to effectively functioning desktop or laptop computer with functioning high speed internet connection either at home, work, or on campus- if you live on campus. The LEC (Lecture) portion of this course is in distance education format so you having a computer with Internet is vital, no exceptions.

--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 course—if you choose to serve on-site at a school this semester for your service learning. The schools I have placement agreements with are very close to AU campus.

--Attire: 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 pages 42-43 for full description of dress code expectations.

--Hand Sanitizer: You must supply your own health procedure items to use at the school if you choose to do service learning at a school this semester. Bring to service learning sites in your pocket, purse, or in your car a bottle of hand sanitizer to clean your hands against viruses and other germs after serving (maybe even during serving). They may permit you to bring it to class so you can use it during your time there too if you ask them if that is permitted. Please mark it with your name on the bottle so if you forget it, the teacher will know that it is yours. If the school allows you to wear gloves (disposable ones) at the school then you may do that as well. Ask your cooperating teacher where you can keep the bottle in the classroom, away from the kids.

--Face coverings (masks): These will be required as well at schools and you must supply your own. If they also require a *face shield* then you need to supply that as well and wear it, possibly in addition to a face mask - if the school mandates that procedure. Ask the school please on their exact policy.

Note: If a student cannot or will not abide by all of the health procedures as required by the school and school district where placed, then he/she will need to complete all service learning core hours (required for this course) with the Alternate S.L. Task Assignments and cannot do any service learning hours at a school. No exceptions!

**RECOMMENDED COURSE MATERIALS:**

--Wear a wrist watch so you can tell time at the service learning site if a wall clock is not nearby. This then enables knowing the time without checking a cell phone.

--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.

---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.

**5. Course Description:** Cognitive, psychosocial, physical, and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in the contexts of instructional learning.

**6. 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 the role of language in learning. (2)(c)1.(ii)

\*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)

**7. 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 15-16. 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 following **Tuesday evenings** as your COMPLETION DATE (7 full days). You can read and watch materials in modules that are ahead but may also get ahead on assignments, within reason, by about 1 module (a full week’s time). However, I kindly limit getting ahead more than 1 module in terms of submitting mod assignments. Any more than 1 module ahead gets to be a bit much and difficult to manage, grade, etc. Additionally, for the student, it is vital for you to reflect, deliberate and savor what has been learned rather than just going through the motions. The only assignments that can be done a few weeks ahead of their due date are shown on page 16 with **@** symbol.

**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 Validity and Inferences**: 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 socio-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 for 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 32). 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, even if you plan to teach in Alabama.

**8. DISTANCE EDUCATION FORMAT SECTION -- FOUN3103** (MKS):

Course material (almost all of it) is to be accessed via Canvas modules. It is entirely the obligation of the student in this course, since it is in this distance education format, 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 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.).

**Online Student Learning Expectations:**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not usually require your “live” (synchronous) electronic presence” at any particular one time or day, there should be no need to "miss" class. The orientation meeting we have you need to be on Zoom with class “live”. The rest of the Canvas course material though is asynchronous for your convenience based on your heavy school schedules and to avoid any and all day/time conflicts with other courses, other field work, and your other living needs (job, etc.). *Making this course available to you in nearly all* ***a****synchronous format and at the quality you will see has taken actually several years!* Please plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

**Logging On**

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

**Posting Responses**

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

This course has been designed in accordance with Auburn University consulting from Biggio Center 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 and laptop computers and some e-tablets. 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. Do not keep enrollment if this is a problem.

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 two on-campus class sessions (*representing a full week* - *typically about* ***5 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. Please follow this schedule in order to 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.

**9. Learning Modules and Assignments:**

Pages 15-16 contain the 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 MODs and any **MOD** assignments will be the following **Tuesdays by 11:59 pm**. The date time frame for each module shown includes time for readings, watching video lectures and whatever assignment(s) are given. You may start modules early too if you wish! Most are available in terms of the assignments being accessible a week before they are actually due and sometimes even earlier.

The course will follow this general pattern:

At the start of each Canvas module, students start with STEP 1 and progress to the next steps.

To supplement the textbook, students will have Canvas readings, videos, and service learning.

Throughout each module, students will follow all steps in reading, watching, doing activities and submitting whatever assignments are due.

At the end of each module, students will submit whatever assignments are due and complete any remaining steps near or at the end of the module.

Throughout the course, students should keep up work and learning with weekly Canvas modules, service learning core hours, service learning Journal assignments, and monitor email, Canvas Announcements and Gradebook weekly as vital communication from this instructor.

**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.

**TIPS: USING CANVAS MODULES 1--14 *(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 web link 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 page 15 (and in Canvas) as the deadline for that module's assignment. Assignments (done in Canvas) on page 16 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 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.

**J**. Students should NOT get ahead any further in Canvas assignments than by about one MOD ahead. You may read and/or watch ahead even more (far more ahead) if you wish but not submit the actual mod assignments in Canvas any more ahead than by one mod (see exact dates on page 16 for when each Canvas assignment opens for access and submission). Assignments marked with @ on page 16 may be completed at least 2 weeks in advance.

**K.** There are instructions seen at the top of your COURSE MODULES page in Canvas to always be mindful of when going through your modules.

**Course Modules Schedule:** Appearing on the next two pages is the schedule of modules with MOD start and end dates, point worth for assignments, assignment due dates, late point deductions, important dates for service learning, and prompts to update me on your service learning progress (called *SLUPDATE*). Unless where shown with an asterisk on the next two pages, all assignments (in Canvas) are due by 11:59pm.

|  |  |  |
| --- | --- | --- |
| ***Module Name & Notes*** | ***Start + Due Dates*** | |
| **UNIT I: Course Orientation + Start Service Learning and/or Alternate S.L. Assignment** | | |
| **\* MOD 1** + **Meeting** on Aug 16, 21, or 22 |  | **2h:30m *ik*** |
| ***Service Learning Core Tasks and Journals:*** *Refer to anytime.* | | |
| *Service Learning: Email your availability before* | **\*** Aug 19 5pm | |
| *Service Learning: Placement emailed to you* | Aug 17 - **22** | |
| *Service Learning: Begin service* | Aug 24 - **28** | |
| * *SLUPDATE 2 hours, 30 mins core* | *Aug 24 -* ***28*** | |
| * *SLUPDATE 5 core hrs* | *Aug 31 – Sep* ***4*** | |
| * *SLUPDATE 9-10 core hrs* | *Sep 21 –* ***25*** | |
| * *SLUPDATE 15 core hrs* | *Oct 5 –* ***9*** | |
| * *SLUPDATE 18 core hrs (S.L. &/or Alt S.L. Asnt)* | ***Finish by******Nov*** ***23*** | |
| **UNIT II: Nature of Learners + Continue Service Learning** | | |
| **MOD 2:** Ed Psychology, Diversity, Rubrics | Aug 26 – **Sep 1** | |
| **MOD 3:** Cognitive Development | Sep 2 - **8** | |
| **MOD 4:** Health, Fitness & Safety | Sep 9 – **15** | |
| **MOD 5:** Social, Emotional & Moral Dev. | Sep 16--**22** | Cases **1hr: 30m** **ik** |
| **MOD 6:** Identity Development & Motivation  **M6: 1st**  **S.L. Journal** | Sep 23 - **29** | **First S.L. Journal: 1h:30m ik**  Do after 1st 9 core hrs |
| **UNIT III: Nature of Learning + Continue Service Learning** | | |
| **MOD 7:** Behavioral & Social Cognitive Views | Sep 30–**Oct 6** | |
| **MOD 8:** Individual, Social, & Cyber Construct | Oct 7 –  **13** | |
| **MOD 9:** Information Processing Views | Oct 14 - **20** | |
| **MOD 10:** Instructional Strategies | Oct 21 – **27** | |
| **UNIT IV: Assessment of Learners + Finish Service Learning** | | |
| **MOD 11** Basic Concepts & Guiding Principles | Oct 28 – **Nov 3** | |
| **MOD 12** Strategies & Resources | Nov 4 - **10** | |
| **MOD 13** Standardized Tests & Implications | Nov 11 – **17** | |
| **MOD 14 2nd**  **S.L. Journal**  **+ \****TK20 in lieu final exam*  *+ time to finish any late work also!* | Nov 18 - **\*23** | **2nd S.L. Journal: 1h:30m ik**  Do after 2nd 9 core hrs (18) |
| **\***ALL S.L. and assignments **Cut-Off:** before: | **\* Dec 5 –9:00 a.m. Saturday morning** | |
| Green flags in M1, M5, M6, and M14 show 7 S.L. hours *in-kind (****ik****)* being credited once completed. | | |

**@** = Assignments that can be done two or more weeks early. Arrow items = service learning related assignments.

~ = Assignments if late more than 1 business day, get deducted 5 pts per day. See **Late** Column on the far right.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENTS** | **EARLIEST**  **SUBMISSION** | **DUE 11:59PM CT** | **POSSIBLE**  **SCORE**  ***1716*** | **~Late**  5 pts per day |
| * **@** M1 Course TASKS | ASAP | **\***Aug 22--5pm | 9 |  |
| * **\*** M1 REQUIRED CAMPUS MEETING **~** * **\*** M1 Signed M.o.U. for S.L. | **\***Aug 16  early bird | **\***Aug 18, 21, 22 | 10  5 | ~5 |
| M1 Practice Text Entry  M1 Practice Quiz  M1 Practice Word file   * M1 M.o.U.--Syllabus   M1 Practice Vidquiz  M1 Practice Discussion  M1 Textbook Text Entry | Aug 16 | Aug 25 | 2  6  2  5  5  3  8 |  |
| * 2 Hrs:30mins *at schl.*  *&/or Alt S.L. Asnt* | Aug 17 | Aug 28 | 2 |  |
| * ***@*** 5 core hrs *at schl. &/or Alt S.L. Asnt* |  | Sep 4 | 2 |  |
| * **@ 9-10** core hrs *at* *sch. &/or Alt S.L. Asnt* |  | Sep 25 | 2 |  |
| * **@** 15 core hrs *at schl. &/or Alt S.L. Asnt* |  | Oct 9 | 2 |  |
| * **@** 18 core hrs *at schl. &/or Alt S.L. Asnt* ***~*** |  | Nov 23 | 2 |  |
| Time Sheet with 18 hours recorded |  | Nov 23 | 100 |  |
| M2 Basic Rubric **~**  M2 Vidquiz | Aug 26 | Sep 1 | ~100  8 | ~5 |
| M3 QUIZ  M3 Vidquiz | Sep 2 | Sep 8 | 50  8 | ~5 |
| M4 QUIZ  M4 H.O.T. Asnmt **~** | Sep 9 | Sep 15 | 50  ~100 | ~5 |
| M5 Vidquiz  **\***M5 Discussion: Do on Canvas or Zoom. **~** | Sep 16 | Sep 22  Zoom 7--8pm | 20  ~100 | ~5 |
| M6 two Vidquizzes  **@ M6: 1st S.L. Journal -**after 9 core hrs **~** | Sep 23  *Sept 14* | Sep 29 | 30  ~120 | ~5 |
| M7 QUIZ  M7 H.O.T. Asnmt **~** | Sep 30 | Oct 6 | 30  ~100 | ~5 |
| M8 Lesson Plan **~** | Oct 7 | Oct 13 | ~120 | ~5 |
| M9 Lesson Plan **~** | Oct 14 | Oct 20 | ~120 | ~5 |
| M10 Two Vidquizzes | Oct 21 | Oct 27 | 15 + 20 |  |
| M11 QUIZ  M11 Discussion **~** | Oct 28 | Nov 3 | 50  ~100 | ~5 |
| M12 QUIZ  M12 Assessment Items of Value **~** | Nov 4 | Nov 10 | 30  ~120 | ~5 |
| **@** M13 QUIZ + M13 H.O.T. Asnmt **~** | Nov 11 | Nov 17 | 24 / ~100 | ~5 |
| * **@ M14: 2nd S.L. Journal –**after 18 core hrs **~** * **@** M14 S.L. TK20 Survey **\****TK20 in lieu final exam* | *Oct 20* | Nov 23 | ~120  ~16 | ~5  ~5 |
| **\***Cut-off for late service learning at site is **Nov 24.** Cut-off to submit late S.L. Journals - **\*Dec. 5, 9am**. | | | | |
| **\*** CUT OFF TO SUBMIT LATE ASSIGNMENTS IS **BEFORE 9:00 am. on Sat. morning, DEC. 5.** | | | | |

**10. Procedures for Grading 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 either failed to submit work or failed to submit work that effectively met or addressed the assignment task and/or instructions (*rules, format, word count, due date*). Always read the instructionswhich 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 instructionshere 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.

**11. 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 assignments) is **90%** or higher. If a student falls short on either criteria 1 or 2 then, even if he/she has 90% 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 (campus and online) 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 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance, participation, or journaling for 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 %**

90% - 100% = **A**

80% – 89.99% = **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.*  **1716**

**\***On page 16 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.

**12. 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. Failure to monitor your grade progress as the semester progresses does not warrant a re-grade on any assignments evaluated earlier in the semester. For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#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.

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 affect 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.

**13.** The TK20 Clinical Field Experiences Survey (in MOD 14) will be *in lieu of a final exam.*  Even if you chose to complete the service learning requirement in part or full using the Alternate S.L. Assignment Tasks, you still must complete the survey. Simply follow the instructions in the survey assignment in order to properly fill out this survey.

**14. 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*).

**15. Submitting Assignments (Format):** Note that for many of 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 resubmit. It is up to the student, if they submit or resubmit 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 (StromMOD 4). This eliminates confusion and helps in record-keeping.

I will not accept attachments in Canvas that are not in Word files. 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.

**16. Missed meetings and late assignment work**: Opportunity to make-up late 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.

**17**. **Late work and Extensions:** If you have a documented excuse for late work then that’s fine and please submit it to me as soon as possible (within one week after the assignment initial due date expires). Without any communication with me and without a documented reason or even an email trying to explain for lateness in submitted work, then the late point deductions apply as shown on page 16 per each specific assignment listed with a tilda sign (**~**).

Remember to submit remaining work you want to earn credit towards the Fall 2020 semester BEFORE the cut-off deadline of 9:00 a.m. on Dec 5. 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.

If I did not receive your assignment by an assignment’s original due date, then know you will have a one day extension. I will post on your Canvas gradebook a status of **“NOT RECEIVED - 1 day extension.”** which indicates the assignment has not been received and you need to submit it before 11:59pm on the extension date which is the business day after the original due date. So, this would mean in nearly all cases, if an assignment is before Tuesday 11:59 p.m. then you would have until that Wednesday evening (before 11:59pm) of that same week to submit the assignment without a late point deduction. **If a person does not submit the assignment until after that extension day/time has expired** then that starts the late point deduction with 5 points deducted per each business day (M-F) late. So, if submitted on Thursday of that same week, that would be a 5 points late deduction. Five points will be deducted per each business day late. So, that Friday it would be 10 points late deduction and if turned in on that Monday, it would be 15 points late deduction. The goal here is to hold you to catch up and to do so in as timely a manner as possible so you won’t fall behind. Being on schedule important in learning and in the teaching profession! Part of doing good work is doing it on time or close to on time.

**Late point deduction Cessation point:** The late point deductions stop after 25 points have been deducted (per an assignment) in order to still provide a student some degree of incentive to complete and submit an assignment. The 25 points deducted is per assignment so it is possible for a student to have multiple assignments late, each assignment with as much as 25 points deducted. Nearly all the assignments that will have late deductions are worth a possible of 100 to 120 points. So, even if a student has all 25 late points deducted on an assignment, she/he still can possibly earn as high as a C on those particular assignments (**~**) if they submit them with high quality.

The morning after the original due date for an assignment, I will post a score of 0 points for the time being until and unless I get the work. This helps you by drawing it to your attention and showing the mathematical effect of the work being unsubmitted on your running course grade in the Canvas Gradebook. By doing it this way, you will know right away, each week, the status on work in terms of if I have received it. You will know if I received late work once I post a grade for the work after having scored it.

Keep in mind I allow the one-day extension as described above 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. 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 to help the student catch up and earn many of the points if their work is good. 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 and resubmissions equates to my need for time after the end of semester cut-off date to grade work. I cannot still be accepting work while also trying to grade the remaining work submitted. There are zero extensions allowed for completing service learning hours and/or for Canvas assignments beyond the end of semester cut-off deadlines for service learning and Canvas assignments. So, finish service learning and Canvas assignments knowing that no extensions exist beyond the cut-off dates.

**18. 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 and want to try to earn more 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’s obligation to draw to my attention via email when/once you have resubmitted an assignment. Late points apply to the above if the initial submission was late.

The latest that any submission, late submission, or resubmission (*of any type*) will be accepted will be before the **Cut-off Date/time of Dec 5** – **9:00 a.m.**. *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 the letter grade earned as the final course grade.

Submitting assignments on time makes a difference in how soon instructors can grade 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.

**19. Policy and strategy on finishing late and/or remaining course assignments before the end-of-semester cut-off date:**

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 business days before the end of semester cut-off deadline date, 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 5), or the day before, to turn in those types of assignments is “allowed” but very unwise since there likely will NOT be time for me to provide formative feedback being there is so little time remaining. 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 is that 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. 5 before 9:00 a.m. but my point is there very 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 or perhaps a day or two before then. Most importantly, get remaining and/or late work submitted hopefully safely before the **Dec 5 – 9:00 a.m. cut-off time** is the strong recommendation. 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.

**20. Email Communication-Vital:** As far as communication goes for this course, this will be an expectation to check your regular Tigermail but also your Canvas Gradebook Comments for each assignment as well as the Canvas email for this course daily M-F. I'll certainly respond to Tigermails often quickly! I may send occasional class wide announcements in Canvas as well so check those too please. I really try the utmost to communicate on a few university supported communication platforms to reach a person about problems so they can take steps necessary to correct things in a timely manner.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here  (Links to an external site.)](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk  (Links to an external site.)](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

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; post Announcements; and for Canvas Discussion updates. Notifications are helpful 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/Conversation/Message* ”, “*Due Dates*”, “*Grades*”, and “*Submission Comments*”. Set them to be ASAP status (As Soon As Possible).

**21. 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 and time of Dec. 5, 9:00 a.m. 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.

**22. Class Attendance Policies:**

We only have one required class meeting which is offered at 4 dates/times. If a student fails to attend the full class meeting at one of those dates or at a make-up session (on a day and time agreed upon with the professor), then this results in one letter grade drop for the course. This is due to the high importance of the one session which orients you to the Canvas course, the syllabus, and to the service learning. I must see your active access and use of Canvas at this meeting so self-enrollment in the course a minimum of 24 hours before the time of the Zoom meeting is required to ensure access to Canvas.

Students are only provided permission to start service at their assigned service site only once they have attended the class orientation (our one class meeting) and once placed at the school. 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. See Part II of syllabus regarding missed days and communication with school in these instances.

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 nor will you be asked to provide formal documentation from a healthcare provider. 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 don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. *Our entire course, the Canvas material and the service learning, are perfectly designed to accommodate all work at home if need be based on our current COVID-19 era.*

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

* Notify me in advance of your absence if possible.
* Keep up with Canvas coursework and service learning 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. An IN Incomplete is the option.

*Student Policy e-Handbook*: Students are expected to attend all their scheduled classes. 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. In this course section, we have only 3 different dates (already stated well before the start of the semester) when we meet for orientation on the one selected. Attending on one of these dates is required. If none of these options are attended then a make-up session must be attended as soon afterwards as humanly possible. Emailing this instructor as to make-up date and time will be expected. Then, an email from the instructor to you confirming a particular date and time that works will be important to receive so you know for sure when the make-up session can be held. If you know you can’t make a certain meeting please tell me in advance if possible and then just reschedule with me.
* 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.

*Canvas Punctuality and Participation:* 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 and email, 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 discussions and assignments in class and online.

**23. 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.

1. **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 e-Handbook*). 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.

*--Virtual 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. *Help can be on Zoom or on the phone.*

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 session recorded/reported on a time sheet by a student or by others on fraudulent dates and/or times will result in academic misconduct discipline. Abiding by academic honesty at service learning sites means that there is (a) no forgery, falsifying, or theft of time sheets and (b) no false attendance by surrogates (imposters) falsely claiming identity of a student or professor. Record exact dates and times when you begin and end your service learning on each day served and do so neatly so I can read them. Thank you for your cooperation.

Academic Integrity:

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

1. **Technology in class**: During class time all cell phones and other electronic communication devices must be stowed away/off to prevent distractions. 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. Please do not use cell phones at your service learning site at all. Do not make or receive calls or texts using cell phones or internet based watches at SL sites. Thanks in advance for your cooperation on these things.
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(s) to your syllabus and /or course assignments will replace the original materials. Changes like this will be conveyed on Canvas Announcements and Email as in the Syllabus B policy on page 57.
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 service learning 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. This is vital.
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.
6. **Apprentices:** Please be aware I have to have an apprentice in my course almost every semester since it is a part of the doctoral coursework in Educational Psychology, the graduate program that I support. An apprentice will present to you but will not be grading your work and will not be communicating with you about course work or service learning. Only I communicate with you and grade your work.
7. **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.

1. **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.

**L. Back-up Instructor Contingency Plan**: The late point deductions policies and attendance policies are all supported by my department and colleagues, across several departments and undergraduate programs. Note that if I as your instructor must be replaced due to health reasons or similar extenuating circumstances, then Professor Salisbury-Glennon will take my place [salisji@auburn.edu](mailto:salisji@auburn.edu) (334-844-3064). She is not to be contacted by you before that time for any reason. The late policies help me grade work and work with you in a reasonable time frame and these would be in place for my replacement instructor. You will know if I was going to be replaced since you would hear from her via Canvas Announcement and on Tigermail. This transition to a different instructor would only happen on very serious situations such as COVID-19 related issues or other health issues. I plan to do the same for her courses. The university is now mandating we have such instructor back-up plans.

**M. Diversity:** "All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

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.

**N. 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).

**O. 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:**

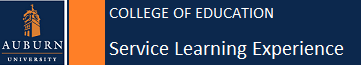
The Alabama State board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 Candidate Proficiencies in the College’s conceptual framework. Students will be assessed on a 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.

**P. Tentative Syllabus:**

The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email. 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.

----------------------------END OF **PART I**  OF SYLLABUS----------------------------



**SYLLABUS PART II - SERVICE LEARNING ORIENTATION PACKET** pages 34-57

FOUN 3103 (sections MKS) – Fall 2020

Dr. Strom - Service Learning Coordinator (*for this course section only*)

*For one site, there may be an assistant (TBA) as co-coordinator.*

[stromps@auburn.edu](mailto:stromps@auburn.edu) 334-728-0909

**SERVICE LEARNING REQUIREMENTS, EXPECTATIONS, AND POLICIES**

The primary goal of Service Learning is to encourage students to learn and benefit from a diverse and interconnected world by becoming contributing members of their communities. Service Learning supports students’ academic studies and helps to develop the skills, citizenship, and values of a pluralistic society. The following statements give a more specific explanation of how Service Learning functions as an integrative educational experience within the context of the FOUN 3100 / 3103 and 3110 courses.

* Service Learning functions as an integration of community service and course work. It facilitates students’ academic studies and helps to develop a wide range of skills that are beneficial for those who hope to be effective educators in the future.
* The Service Learning component of this course is designed to aid students in their understanding of child and adolescent development, learning, motivation, assessment, instruction, instructional planning, and classroom management.
* The Service Learning component of this course allows students the unique opportunity to think about concepts covered in class lectures, discussions, readings, and assignments, and then apply or connect those classroom experiences to their own practical experiences in community service.
* Service Learning requires active participation of the student on a volunteer basis, and it facilitates each student’s ability to draw from experiences by performing service work that meets community needs.
* Service Learning represents a particular form of experiential education that emphasizes the accomplishment of tasks meeting human needs.

**Course Requirements:** Service Learning (SL) will be assessed as Satisfactory or Unsatisfactory. Students must receive an assessment of Satisfactory to complete the course for credit. Students who receive an assessment of Unsatisfactory for service learning will receive a course grade/mark of Incomplete. Students who receive a grade of Incomplete must again attempt S.L. the **following** semester. If a student fails to receive a satisfactory assessment or fails to complete all requirements of SL a second time, he or she will receive a grade of “F” for the course. Aside from this document (Part II), for all other service learning policies to also honor, please read those relevant sections in PART I of this syllabus where they appear.

**Hour Requirements:** The S.L. component of this course requires at least **25 hours of service learning** during the semester. You will have, though late, until Nov 24, the end of that service day, to finish service hours at your assigned site (if you choose to serve a school). Email me a picture of the time sheet with all hours neatly readable and the cooperating teacher’s signature when done!!!! Include your cooperating teacher at the site on this email too please. I need the sheet signed with the picture of it emailed to me before or by this day even if not all 18 hours are completed at the school.

If you need more time to complete core hours of service learning and the Nov 24 date has expired, then you must complete the service learning alternate assignment to satisfy remaining hours. This alternate assignment must be completed before Dec 5, 9am. Failure to complete this service requirement will result in an Incomplete for your course.

**Hours Note:** In addition to 18 core hours required either on-site at an assigned school or by doing the service learning alternate assignment or a combination of these two tasks, students will be doing seven more hours of service (called in-kind hours and also required) during the course. See pages 53-54 for a full account of all 25 required hours and how they will be completed.

Necessarily, completion of FOUN 3100/3103 requires participation in 25 clock hours of field experience. Students dismissed from their placements due to inappropriate behavior or lack of service cannot, by definition, fulfill this requirement. Failure to meet the 25 hour requirement will result in a failing grade for this course. I will serve as your service learning coordinator in placement and monitoring student hours served and addresses problems. Keep in mind that I and your site supervisor/cooperating teacher may have to communicate from time to time and you will need to communicate with them as well. As they work with you directly at the site, they will address certain problems and needs where necessary with you. We rely on the student to communicate needs or problems to th*e* cooperating teacher/ site supervisors.

You will be expected to serve 25 hours onsite at the site assigned to you. At these service learning sessions you will be working with elementary school aged children. Each service session will be scheduled so that at least 2 hours, 30 minutes per week must be served on a single day, until all service is complete. Some sites often may allow for more than 2 hours and 30 minutes of service per visit which is fine but not all sites have this time window. Fulfilling the service learning must be done and nothing else can be used as a replacement or substitute for this towards course credit under any conditions or for any reason. In other words, if a service learning session is missed, you will have to make it up by attending another one on a later time. Nothing else counts and hours at other locations will not count.

You will receive in class (ZOOM MEETING 1) a presentation about service learning. I will serve as service learning coordinator for this section. I will go through your syllabus with you on Zoom. The syllabus contains several important items including an **Important Dates Checklist (**page 51**).** On this checklist please keep and mark important dates to follow regarding deadlines for emailing me your time availability, notification of teacher placement, and the first week by which you should have started service learning.

The service learning should be done during the same day and time each week at your site as you stated for your time availability. Whenever the exact time slot is that you are able to serve, you must fulfill this requirement and it has to be done at this school for the hours required, separate from any other hours you serve for another class, lab or practicum.

Please note that our college defines service learning with the following essential qualifiers or conditions. Service learning must include 25 hours of onsite, unpaid work (service) and learning in a setting we place you at which is educational to the student servers and provides relevant experience and practice toward preparation for their future job setting of teaching children. This service learning must be done at a site where the EFLT service learning coordinator (this instructor) has secured school district permission for placements. No other location or program will count towards these 25 hours. These 25 hours are not to be counted toward fulfillment of teaching internship nor for lab hours nor practica for other courses. No other service learning or lab experience, volunteer work, internship or job, (paid or unpaid) will be counted towards the fulfillment of these 25 hours. Driving time to and from the site is never to be counted or recorded toward service of the 25 hours. We do not round off any time when tallying the amount of time served.

**Lab Hours and Service Learning:** Teacher education core courses with a service learning 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. You will not receive credit for this course until these 25 hours have been completed.

I have some specific criteria which will be important to consider and these are definitions or manifestations of certain proficiencies. These are criteria (**A-C**) to assess the level of your service performance and the site supervisors will evaluate you in this way.

The supervisor at each site will be the primary person to orient you to the site, and to oversee your involvement there. I may also randomly stop by on various days and times to visit. I might contact you regarding time that you still need to serve at the site and/or how you need to record your hours or some site related issue. If I contact you I’ll likely also have the email CC as well to your cooperating teacher / afterschool program supervisor. It is the business of all these parties if a student has fell short of expectation in service learning or is in jeopardy of doing so. Another point, without a willing, approved site placement, no service learning can be performed.

**Placement Time Registration:** Each student will email me an availability time to serve a site each week for at least 2 hours, 30 minutes (per visit). When you commit to this time and convey it to me, I can then work with the site so they can place you. After I have conveyed the placement to you on email then you MUST keep this site and schedule. The site and teacher assigned cannot change at all. Only under needed circumstances can the day and/or time change - like only in case a student has unforeseen change in their schedule.

I need to know your day(s)/time(s) you can serve each week for 2 hours and 30 minutes. Once you have provided this then I contact the school with this information. Provide me the above information most preferred before or by **Aug 19** – **5 p.m.** and earlier than this date if possible**.** The sooner the better. That way, either before or by the end of that week, the hopeful plan is to get you a placement (to be emailed to you) with a specific school and teacher/supervisor. To summarize the above, once you are assigned to a teacher and site I will email you that information (site, teacher name) right away. *So please check your email every day please!* Please confirm as soon as possible on email once you have received this placement information email from me as a professional courtesy. If placed before or by **Saturday, Aug 22,** by the end of class, you will need to start service during the week of **Aug 24 - 28** since the school will expect you (if you choose to serve on-site at an assigned school).

NOTE: If you do not tell me availability time by Wednesday of week 1 of classes it is very possible that I may not be able to place you with a specific teacher at your assigned school until week 2 of classes. This is because a representative at the school must find a willing teacher. It is not a problem per se but please be aware. I have to receive teacher placements from the schools. I cannot make them since I do not work at or lead the schools.

**Become an Adaptive Teacher:**  My role in communication with each school I have agreements with and the time that goes into coordinating your placement with the school is considerable. A great deal of time and energy is spent well before classes start and during the first couple of weeks. So, if I place you at a school that you may not be familiar with, I cannot switch you to another school or anything of that nature. I cannot take special requests for school locations, teachers, or even exact grade level of students you will work with. I try my very best to give you as close of a placement given your major as I can and based on the school limitations, some of which are due to COVID and other limitations deal with simply limited availability of placements at certain schools and grade levels and in certain subject areas. If you are at a school that has students you will work with that are elementary school students then that range is the best I can do given the school limitation. All this means is seize the day! Do the best you can given the placement and help the kids and the teacher(s) the best that you are able. Learning how to adapt in a school environment is an important student learning outcome stemming from the service learning experience for this course.

**Service Learning Placement Requirement of Background Clearance:**

Being provided a placement at a school location arranged by this instructor, for this section, requires completed, cleared, and proper background check as defined by the Professional Education Services Office of the College of Education at Auburn University. If/when a student does not have a background check cleared then they cannot do service learning for this course and therefore should not be enrolled in this course unless and until they have a cleared background check. This is because it helps protect the children and employees at the school site against a person who, without a cleared background check, may (might) be a potential safety risk to those at the school. The whole purpose of legal background checks, as required by the college and by EFLT (as early as for FOUN 3000), is to ensure each student has a safe (cleared) background check before working in service learning with children, minors, and others at the site they are assigned. The School Field Experiences Request Forms that this instructor files through the College of Education (Professional Education Services) and Auburn City Schools is a legal partnership agreement between specific schools only in this district and our College. This form mandates (a) you must complete service learning at the specific school where you are placed by this instructor, and (b) you have a cleared background check in order to be placed. *“Prior to participating in school-based experiences, students must have proof of a cleared background check. PES monitors proof of a cleared background check for students enrolled in teacher education programs. Verification of clearance can be viewed at the Alabama Department of Education's Teacher Certification Portal.” [Cited from the School Field Experiences Request Form.]*

In many instances, if a person cannot produce before the semester start, their cleared background check for Block II course, then they should not be enrolled or self-enrolled in such courses since the expectation was they were to have provided a cleared background check when they took FOUN3000 which is a pre-requisite to the Block II courses, including FOUN 3100, 3103, 3110 and 3113. This is even further expected (to not enroll) when/if the student’s advisor recommends the student to not be enrolled since he/she may be aware of what could be an overly lengthy wait time for processing of a background check if a student filed their check either really late or filed improperly, thereby needing to re-apply/re-file starting at the beginning of the process. In such cases, the time it will take for outside parties to process the background check in time for a letter or clearance to be made available, (if it’s done late), would likely mean that the student would not have the background check cleared remotely close to when they should be ordinarily beginning service learning.

**Orientation to service learning** will be done during our class MEETING. I will cover with you the lion’s share of general orientation policies, behaviors, dress code, etc.

Remaining details about your specific classroom or afterschool program will be covered by those you will directly work with there. Please abide by this helpful orientation information.

**Gather / Share Contact Info & Schedule with Cooperating Teacher / Site Supervisor** Gather and share with your cooperating teacher/ supervisor your AU contact email for sure (and phone - if you wish). You will need to gather info for your cooperating teacher as well once you are assigned to a specific site and teacher and have met them for the first time. Only you can do this. Please keep that info handy in case you need to contact them or they need to contact you. Knowing all the below information will help you know to not go on days when the school is closed and to know what to do if your teacher (or the whole class) is gone during a certain day. If you have to do make up hours then this information is also important.

**Ask your cooperating teacher/site supervisor the below questions on your first service visit.** **This is your obligation as the student to discuss the below items.**

*a--- Make sure you have this person’s school email address. They need yours also.*

*b---When do they start their time at the school each day?*

*c---When is their planning period, weekly team meeting, or are gone (out of the classroom) during certain times of the day and when is their lunch time? When are specials?*

*d---When are any field trips or days that they have planned in advance to be gone?*

*e---Can you serve their classroom on days when they are gone but when their class is still there? Or, if need be, what other teacher's room you could you serve (for that day only) when they are gone from school?*

*f---If you know ahead of time that your cooperating teacher will not be there and neither will the class then you may ask your cooperating teacher (in advance) if another room/teacher could be served for that one day only but this must be by the allowance of that teacher only. You cannot just pick a random room to serve when they don’t know who you are, etc.*

*g---Refer to the school calendar so you know all days when school is closed or in half days.*

*h---Tell your teacher your time you will consistently serve along with another day/time which you can hopefully use as your time for make-ups. Ask to be sure if that make up time is acceptable with the teacher / site supervisor. Only you must plan with your teacher please.*

*i--- Ask your teacher if she/he will use a “to-do / task list” with you when you arrive each time you serve. This can be helpful so you can just start when you arrive but will need to know if they will use it and where it will be kept so you may access it right when you arrive. Not all teachers use them but they can be helpful when used.*

*j— Please tell your teacher if you wish to present or co-present lessons or facilitate activities. If he/she does not know your comfort zone or goals then she/he may not choose to have you active in direct instruction or other high stakes learning activities. Only you can communicate this to your teacher. Be active and do not just observe. Also, being reliable in terms of attendance can make such requested experiences more likely since the teacher can then rely on you to be there.*

Any other contact information they provide you is fine but it is your information to keep, not mine to keep. Please provide them your contact information as well at minimum your Auburn University email. Do not provide personal email since public school email systems and Auburn University often spam out or block personal email addresses. Know the name of the principal and vice principal at the school you serve and introduce yourself to them if you see her/him in the hallway or other location if it is convenient and non-disruptive. They lead the school.

You will be assigned to a cooperating teacher and given his or her email and room number prior to starting your service learning. *Communication with your cooperating teachers is essential for a successful experience!* Initially, talk with your teacher about their daily schedule, classroom routines, and procedures as well as their professional expectations for you. Remember, you can and should learn from this teacher. They have volunteered to mentor you so be sure to thank him/her for the opportunity. Any online dialogue with your cooperating teacher/site supervisor must be on AU email since Canvas is only within the university. So, that is an added reason to be sure to check your AU Tigermail email daily as well as Canvas email.

Professional Documentation of Time Served On Your Time Sheet:

You will keep a timesheet of your service hours throughout the semester. Each site has its own binder I have set forth there containing timesheets for this section of FOUN 3103 students. When I email you your placement I will include where you will access your TIME SHEET. It differs depending on what school and what teacher or program you serve. You will record your time served at each day you are on site. The binder with time sheets will remain at the site until the end of the semester when I will then collect these. The time sheet must be fully completed with hours tallied and the signature of the cooperating teacher or site supervisor indicated at the bottom of the form (see example on page 48). NEVER REMOVE YOUR TIME SHEET FROM YOUR SITE EXCEPT WHEN DONE TO HAVE IT SIGNED. The signature from your cooperating teacher/ site supervisor does not need to be put on your time sheet for every visit—just after all 18 hours (or as many as hours as the student has recorded as being served at the school). The teacher would then sign at the bottom confirming those hours are served. They also confirm directly to me on email.

--Time must be served under the cooperating teacher assigned to you at the school assigned to you. You cannot change location or teacher assigned. If you switch to another course section, your service learning placement that you had for my section of 3103 is no longer valid or allowed since I would no longer be your instructor or coordinator.

--Sign in / out during times you serve and only sign for yourself—never for or by anyone else.

--Record time served only on your own log page (time sheet). Your Time Sheet page is only for you, never for anyone else to sign their hours on. Anyone else’s hours will be erased.

--Record exact date, exact start time and then end time (once you finish for the day) and then in column to the right, state the exact amount of time served for that day in the following manner described below. For each visit of service learning, please neatly record correct number of hours followed by correct number of minutes as shown below.

**2: 35** (This mark means you served **2 hours and 35 minutes** on that day of service.)

This allows for recording a short-hand version but understood and used by everyone in the same way. ***Never do:***Do not list a ratio or percentage for time served like 2.5 which could mean either 2 hours, 30 mins or could be 2 hours, 50 mins. Also do not add up time *in minutes only* like 150m. If you served at least one hour, then record **1:** plus any added time in minutes as shown above.

Recording time properly and accurately as described above will be vital for you to get credit for that time served. Any *amount of time* served that is recorded incorrectly I’ll bring to your attention if I need to correct it. A note on your time sheet will be left regarding this either on the front or backside of your time sheet (sign in/out sheet).

**Service Learning Hours Time Sheet:** Once done with your core hours at the site, get the teacher to sign the sheet, confirming you are done with all hours. Email me as soon as possible once you are done with hours, have the time sheet signed and photographed and email me that as an email attachment. Include the teacher as well in that email so we are all in the same loop. If you do not have a decent camera on your cell phone or if it is not working then take the time sheet from the site (when done with the amount of hours you plan to serve) and slide the sheet under my office door (5088 Haley). Please email me if you do that so I can look for it.

**Ongoing Service Learning Update Assignment:** Keep me updated with hours served at the various points in the semester when I assign you to report to me that information. Canvas will be used for this- just to keep me informed on your progress. These reports in Canvas never count in place of a signed time sheet kept at the site. They just help keep me in the loop and remind you of the importance of keeping tabs on your hours. *“Out of sight, out of mind.”* So, to combat this human tendency, having you report to me every so often hours served will help you be mindful of your progress.

The service learning requirement is 25 hours for the semester. This will include seven hours of in-kind work, in addition to 18 core hours to be done either on-site at a school and/or with the Alternate S.L. Task Assignments. The time allotted for this service is based on starting during the week identified in your “Important Dates Checklist for Service Learning” (see page 51). Seven hours of service in-kind (ik) over the 18 core hours will be done as shown on pages 53-54. You will perform at least 2:30 hours at least once per week until done with 18 core hours or the amount you can serve on the site. *If you still have more core hours to complete to reach the 18 hours but become ill or the school closes then you will do remaining core hours using the Alternate S.L. Task assignments as a base.* You may do more than 2 hours, 30 minutes per week at your school and/or using the Alt. S.L. Tasks Assignment if you wish to finish early. On dates when a student has completed a certain amount of core service learning time below, shown with a > green highlighted box below certain Modules on the COURSE MODULES page in Canvas, there are six assignment text boxes for each time increment. In each, click it and type in that you have served that time frame.

-- After completion of at least 2 two and one half core hours

-- After completion of at least 5 core hours

-- After completion of at least 10 core hours

-- After completion of at least 15 core hours

-- After completion of at least 18 core hours + confirmation that**:** (a) hours on time sheet were shown to teacher, (b) the teacher signed time sheet, (c) you emailed me and CC the teacher/supervisor that you were done with hours along with photo of time sheet or the time sheet was slid far under my office door if need be.

PROFESSIONALISM

Remember that when you go to these schools, you are to represent yourself as a teacher-in- training. This means you are to dress and behave in a way that is consistent with other teachers on campus. It is what you do that defines you. Respect is earned. Respect stems from how we present ourselves and how we treat and interact with others in professional environments. Teaching and public education environments are strict in this realm since we work with children, minors, and their parents/guardians. We must set a safe and welcoming tone for everyone in such environments. This is the very nature of our profession. The two areas below I have clarified for expectations regarding proper behavior and attire.

Behaviors:

--Please abide by all city, county, and state laws (traffic AND school zone laws). Show the front office your driver’s license on your first day of service to confirm a safe background assessment.

--Please do not text or speed or blast the car stereo when driving near any school.

--Please treat all children, parents, faculty, staff and administration at the site with full respect.

--Please be on time when you serve each time at the school. Being on time is another aspect of professionalism. The school relies on you being on time.

--Refrain from all cell phone use. Do not have the cell phone out in plain view or turned on. If you can, just leave it in the car out of plain site. Lock your cell in your glove compartment of your car or leave it at home. Your time there is to be devoted to teaching and helping, and this devotion cannot be accomplished while on a cell phone. It is also very unprofessional. Also, watches are only to tell time, not to talk or text while at a school. *Only at the end of your service time at the site is it ok to use the cell phone to photograph the time sheet, after it has been signed by your cooperating teacher. Then take it with you.*

--Never use profanity or any other offensive language, hand or body gestures.

--Talk only onsite about things that are on-task there (related to what you are doing there at that time) rather than about outside life, plans, or other concerns.

**--M.o.U. (Memorandum of Understanding) for Service Learning:** Please refrain from talking about service learning with others in social contexts (with friends, classmates, or others). We may have discussion now and then during class but even then refrain from talking on any specific teacher or student that you work with. Also please refrain from any visual or audio recordings of the site, the room, school grounds, the kids, and the teacher. This includes photography, recording devices (anything of this nature). See page 49.

**Dress:**

As a representative of Auburn University, you must wear an identification badge when you are at your site. A specific badge has been made for SL students, and you must order one with your name on it. Badges can be purchased at the LRC. Have your badge made as soon as possible, preferably before you begin your SL. Since many students will need badges, allow ample time for turn-around in the LRC. It need not have your picture on it.

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. First off, please make sure your wardrobe at the site *opaquely* cover*s* all special bodily areas and areas right near the special areas in order for a respectable impression to be made while there since this is a school environment. Also, please refrain from wearing clothes or jewelry that are questionable due to the themes, symbols, words, or images they contain which others can clearly see which would be objectionable in a K-12 school environment. Thanks in advance for your cooperation. Proper attire for these reasons is a required course material.

***Detailed Dress Code to Follow:***

--No undershirts, tank tops, strapless or spaghetti straps, flip-flops, shorts, short skirts, or T-shirts with vulgarity or alcohol ads, or anything too revealing of the bodily form.

--No sophie shorts (or any short shorts--whatever their name or style is called).

--Please wear either some decent tennis shoes or business casual dress shoes. Do not wear sandals, crocs, or similar non-shoes.

--Please cover tattoos, face, tongue or body piercings, scarifications or other body art.

--Do not wear jewelry and/or other decorations on any clothing or other apparel such as hair braids, belt buckles, straps for dresses and/or shoes that contain objectionable symbols or images including alcohol ads, anything of a human sexual or violent nature, profane words, etc.

--Avoid wearing torn or ripped clothing revealing any body parts or that look obnoxious in a primary school or elementary school setting.

--Remember that part of being professional means dressing appropriately for the environment.

---COVID-19 safety: Please wear a mask at all school site visits for service learning. Also bring a bottle of hand sanitizer. Ask the cooperating teacher where you can place the sanitizer in the classroom so you will not forget it and so it will not be accessible to the kids. If the school mandates you use a face shield instead or additionally then use that too please.

**Absences:** As a professional, attendance during your SL experience is required. If for some reason you are unable to be present, you must notify your cooperating teacher as soon as possible. Please communicate with your cooperating teacher as to how they would like to be notified (E-mail, phone call). Email me as well just so I know you are planning for make-ups. Notify all parties by no later than the morning of your scheduled day to attend. They are relying on you to be there so please let them know early if you cannot make it that day. Additionally, it is the responsibility of each student to notify your cooperating teacher, and this university professor/ SL coordinator in advance that you will be absent from service for a religious holiday or school trip. Any missed days must be made up by the end of the semester deadline but please safely complete make-up days sooner rather than late in the semester though. Refer to pages 16 and 50 as helpful benchmarks to help monitor where you should be with core hours (by certain dates shown) in order to stay safely on track towards timely completion of hours before the deadline.

**Makeup of Service Learning Time:** The school cooperating teacher/ site supervisor is to be contacted by you the student regarding scheduling make-ups due to absences at your site. If one misses any service learning sessions, it will be important to promptly inform the site supervisor at the after-school program about your absence and plan a later date to serve. If a little time needs to be made up that is fine but please do not plan any unnecessary conflicting appointments or events at all. If you have to miss, then miss due to necessity only (*such as a funeral, an illness, court date attendance, unexpected accident, medical appointment, etc.*) and be prepared to supply a university approved excuse for any of these reasons. I as your instructor along with the site supervisor/cooperating teacher may ask for this material and have the right to see it.

Please do not assume you can go on any day just to do a makeup service learning session. Instead, check with the supervisor/teacher at your site when you can go if you have an unexpected (unplanned) make-up session which needs to be served. In such cases, plan with the afterschool program supervisor of the school you serve via phone or email a day for makeup. Please keep all emails you send to and from the site. No service learning placement is set up in such a way to allow for excessive makeup days or makeup times. The placement times might be somewhat flexible only for purposes of AU student necessity, not convenience. What will be expected is for you to makeup a missed service session within the same week or following week from the day missed. In this way, it keeps you up to speed without getting behind. Doing it later than the suggested time will get you behind and you won’t necessarily be able to make up the missed service in as short of a window of time as you wish or intend. For example, your site may only allow, due to their heavy load of volunteers, one day a week in which you could intervene (*aside from your normally scheduled day*) to serve a missed session.

As long as you have site supervisor approval, you could serve “planned missed time” in advance if you know ahead of time that, for example, on two Mondays, your service learning site might not be in operation due to holidays or in-service days. By taking this proactive approach, it can keep you up date in service hours while, if done with communication to your site supervisor, helps the service site by better planning their volunteer schedules instead of people coming randomly with overflow. Timely communication with the site supervisor/cooperating teacher is vital.

Sessions that are continually missed which are then postponed until their completion late in the semester without reasonable cause and/or without prompt communication to the site supervisor and this instructor/coordinator may result in a grade drop by at least one letter, and/or a group meeting with you, me, the site supervisor and service learning coordinator. If something happens to you or you are ill or somehow unable to serve on a certain day, then contact the site supervisor (*at the site you serve*) immediately to inform them you will not be there that day. The site and the children there count on you being there as planned so it is vital to let them know if you can’t be there so they can make alternate plans.

**Confidentiality**: As you may already know, professionals in education, law, medicine, social work, psychology (counseling) and certain other fields are obligated to maintain confidentiality between themselves and their clients, patients, or education students. Whatever they learn from or about their patients, clients, or students is privileged and private, confidential information and cannot be revealed to others without permission from the client, patient, or students. Be aware that as a service worker in these situations, you may be shared with some privileged information by those you work with. You may learn information about students that is covered by these rules of confidentiality. Speak to your supervisor/cooperating teacher to discuss how the obligations of confidentiality may apply to you. But when in doubt, do NOT reveal or discuss information about students without their permission.

**Observing Unethical or Illegal Conduct**: The one rule you should always follow is: Do not try to resolve the problem alone-- consult right away with your site supervisor, cooperating teacher or other professionals at the site to whom you are responsible. Illegal and/or questionable behavior at your placement site should be reported to the school immediately and to this instructor.

**Liability**: You are covered under a Limited Professional Liability Policy for any negligent act, error or omission while performing services in fulfillment of requirements of this class.

**Prevention**: Prevention is good protection. Pay attention during your orientation. It will give you important tips about knowing your limits. Try to avoid accidents and injuries. Ask first. If you have any doubts about the wisdom of doing something, consult your supervisor/cooperating teacher or other professionals employed at your Service Learning site. You may be a volunteer, but you are doing real work with and for real people with real needs. Remember the cardinal rule: WHEN IN DOUBT, ASK. *The site supervisor/cooperating teacher are there to help*.

**Contact Information**: It is important to check daily your University email (M-F), Canvas email (Inbox), and Gradebook in Canvas. These three modes of contact are the easiest way to contact me and will be the way I will be contacting you. You may also contact me during office hours and appointments via phone or in the office on campus.

**Problems with service at site**: Throughout the semester I will visit sites and speak with site supervisors/cooperating teachers also where possible for any insights they have. Any problems will be reported to me by teachers and/or site supervisors. If any are problematic enough, this may very well affect your final course grade. Additionally, if a person has reports from a site that make the site not want the student serving any more there, then the course grade may become an **In**complete since the college wants students to successfully complete hours with a school they started with during that same semester (Peggy Dagley-COE-2015). It’s a serious red flag to our college if a school no longer wants a service learner. It is also very limited with regards to opportunity to finish up remaining hours elsewhere and permission is asked to serve elsewhere for that purpose only after a student has unsuccessfully and problematically served time at the initially assigned site. It takes often at least 2-3 months to be granted permission by the school system to serve at a new site so a person would need to wait that long before completing this time if they were no longer welcome at the initially assigned site. Please ensure your site wants your service! Failure to complete service learning and/or Canvas course assignment work during a second semester attempt (when first granted an IN) will be deemed automatic failure for the entire course.

**SERVICE REQUIRES RESPECT & COLLABORATION:**

This is a work site in the same way as your internship is a work site so you will have to collaborate in a highly professional manner with your site supervisor and show the highest degree of respect for this person, for staff, faculty and children. If I get feedback reports or evaluations from a supervisor or cooperating teacher at the site about your performance there which is of poor quality, repeated tardiness, repeatedly missed (or postponed) sessions, email communication deficits, or attitude issues then any one or more of the following consequences will result: (**A**) possible grade drop by at least one final letter grade, (**B**) meeting with you, the supervisors, myself and the Assistant/Associate Deans, (**C**) being dropped from the site and then, as a result, be given a failing grade or IN (Incomplete) for this course.

**\*ACCEPTABLE QUALITY OF SERVICE LEARNING**: Service learning time needs to be done for course credit but it should be done in way which displays highest A.U. College of Education quality and that serves the site, leaving them wanting our help for the next semester. Your site supervisor/cooperating teacher will judge you on the three criteria below and I will consult with this person as I make my final judgment on these criteria in relation to their observations of you at the site you served. These are the real world types of judgment criteria as they matter a great deal in the real world of teaching so they can and will affect your final grade for the course.

***----Communication/Collaboration with Site Supervisor, AU Service Coordinator and Course Instructor:*** This needs to be always timely and respectful whether via in person, email or phone. Communication with this person includes: asking for and retrieving feedback about how you can serve better the kids at the site; rescheduling a makeup service day; and clarifying with the site supervisor any and all onsite rules or expectations for service at their site. You may have to communicate to the site supervisor at a schedule which works for them perhaps via email or phone depending on their preference. This is so because onsite they may be very busy with running the functions of the classroom or after-school program which only they can perform. So, it is up to you to please be patient and persistent. What is also required is a good attitude on things if they (*site supervisor*) talk to you about improvements in your service that they deem necessary for you to make. Look at it like a vital learning opportunity.

***----Timeliness of performance of each week’s 2 hour, 30 minute minimum of service learning and make up of time upon missed session within same week or by the end of the following week.*** See page 50 for Service Learning Hours Self-Check Gauge which will help you keep count on where you should be at by certain dates in terms of hours served.

***----Helpful tutoring / teaching / interaction / monitoring of children and respectful treatment of them.*** Your time at the site should be spent helping children learn, and interacting with them in learning activities/classes for the program. Help them learn, be patient, and be sure to seek help from the site supervisor, cooperating teacher or other appointed program staff when if/when you see or suspect that there is a problem with a child’s behavior or well-being. Don’t try to deal with something on your own which you feel is definitely beyond what you think you know.

**Expectations for Service Learning Sites**

---SL students should be given some orientation to the classroom / afterschool program in which they will be working by those who will work directly with them. They should also be instructed in the use of classroom resources that will be used during service learning hours.

-----The service learning experience is an educational experience for the student as well as assistance to the school. Duties can be a mix of activities such as: tutoring (individual or small group); lesson presentations (when in your comfort zone); leading learning activities; co-supervision of students and; some administrative assistance for cooperating teacher. In terms of administrative duties, these would include such tasks as grading papers, doing some copying, decorating the classroom or hallway, and managing room / class materials/ field or facilities (such as sports or music materials/equipment) if these are requested and helpful for the school, teacher, and students. Plan with the teacher what activities you can help with. Do not only observe. Observing here and there is fine but you must ask how to help also!

-----Consider each of these as opportunities to grow and learn as a professional. It is expected that you will be actively engaged in the classroom and/or other environment at the school by assisting the cooperating teachers/program whenever possible.

-----Students should be supervised at all times by a teacher/ site supervisor. Service learners generally should not be left alone with the children or class for more than 15 minutes at a time.

-----Students are not trained to respond to emergency situations such as fights and health emergencies. Therefore, it is expected that the teacher will be in the same physical location so as to respond to these situations should they occur. Know where the nearest teacher is who you can all upon for help just in case something unexpected happens that needs their immediate attention if your cooperating teacher or supervisor needs to leave for a few moments.

-----Daily verbal or written instruction as to their tasks and expectations should be communicated to the student by the cooperating teacher (ask him/her if need be).

----Timesheets should be signed by each cooperating teacher/supervisor assigned to a student to verify the students’ attendance at the completion of whatever the final number of hours are that you declare serving this term at the site. Upon being notified that the above is completed, please send me a clear cell phone photo of the signed time sheet and it must be very legible and the teacher must be included on the email since I rely on his/her confirmation you were at the site and did the service.

Students---Please triple check to be 100% sure that all the hours are recorded on your time sheet that you are declaring you served and the sheet must be signed by your cooperating teacher!! If not signed I must receive a confirmation directly emailed to me from the teacher via their district email address. I’ll post in Gradebook a status of COURSE CREDIT STATUS of "**READY**" once I have in my hands on your signed time sheet AND have verified either over email or in person this signature from your cooperating teacher.

----Contact me immediately (by email) should any major concerns or issues arise.

**Expectations for Service Learning Students (if working at a school site)\_**

--Complete hours of service learning at a school before or by Nov 24. Finishing earlier is safer.

--Provide a schedule of the days and exact hours you plan to serve.

--Call or email to notify your cooperating teacher no later than the morning of your scheduled service day if you cannot attend due to an emergency, illness, accident, etc.

--Make up all missed hours sooner after missed time rather than later if possible.

--If you become ill, do not return to the school. See page 57 in this syllabus for procedures to follow.

**Service Learning Site information:** Please check and KEEP your Service learning placement Email for exact information on your official placement at the school you are assigned to, your cooperating teacher/supervisor, his/her contact information, and where your time sheet will be kept at the site. ALSO- please respond back to me on email so I know you received and understand your placement. Email requires confirmation responses from the student in order to work effectively for the instructor and the student.

***THIS FORM IS ONLY A SAMPLE*)** - **DO NOT USE AT SITE, SHARE, OR REPRODUCE**.

*FOUN 3103 (MKS sections)*

Service Learning Experience Time Sheet

Service Learning Coordinator for this student: Dr. Strom [stromps@auburn.edu](mailto:stromps@auburn.edu)

Student Name Charles Barkley

SL Site Chaparral Elementary School Mon Tue Wed Thu Fri

FOUN 3103 Instructor Dr. Deniro \_

Teacher assignment Ms. Barrieles – Room 43 8:00-10:30am

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE SERVED** | **TIME IN** | **TIME OUT** | **HOURS WORKED** |
| 1-27 | 8:00 | 10:30 | 2:30 |
| 2-3 | 8:00 | 10:30 | 2:30 |
| 3-10 | 8:00 | 10:30 | 2:30 |
|  |  |  |  |
|  |  |  |  |
|  |  | **TOTAL HOURS** |  |

**Hours must be completed by XX/XX/XXXX\_**

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_

MUST be signed/dated here on last day

***THIS FORM IS ONLY A SAMPLE*)** - ***A copy will be given for you to sign and return.***

**Memorandum of Understanding: Professionalism (REQUIRED)**

FALL 2020 - FOUN 3103

**Auburn University College of Education Students**

**Preface:** Joint learning ventures between Auburn University College of Education and public schools and/or community agencies create the foundation of field-based experiences for students enrolled in the college’s academic programs and/or participating in service activities. Opportunities to practice skills and apply knowledge in professional settings are critical to the success of our students and in graduating individuals who are well prepared for their professions. The college values its partnerships with schools and community agencies, and strives to create partnerships that are mutually beneficial. In preparation for field-based experiences, students are reminded that ethical conduct is expected and required. To that end, this Memorandum of Understanding has been created to communicate to our students and school or community partners the professional expectations that we hold for our students.

*College of Education students must agree to and abide by professional expectations included in this Memorandum of Understanding.*

*I HEREBY AGREE TO THE FOLLOWING:*

* Uphold the policies and procedures of the school and school system in which I am placed by Dr. Strom (S.L. coordinator for this section).
* Engage in responsible and ethical professional practices, including, but not limited to, exemplifying trustworthiness, maintaining professional relations with all students or clients, and preserving confidentiality of student or client records.
* Dress and behave professionally. Follow all traffic and school zone laws, and abiding by any and all health requirements that the school mandates for all visitors to follow (*such as but not limited to: wearing face masks, undergoing temperature checks, etc.*).
* Refrain from displaying on websites any personally identifiable information of students (images, work samples) without the written consent of parents and administrators.
* Abstain from posting on personal social media accounts any negative or derogative comments or photos of the school in which I am placed.
* Show respect for all members of the school community.

Print

Name: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_

**SERVICE LEARNING HOURS SELF-CHECK GAUGE**

The below dates are good time markers to have served the below amount of service learning hours by. Use them as a comparison for where you are at and then if you are behind just do make up hours to keep on schedule. This is vital. The below does not include unforeseen days possibly missed due to illness, school in-service days, canceled school days due to weather, campus threats or other problems. So, get ahead on things if possible.

**\***Email me your S.L. availability by **Aug 19 or earlier** if possible **-** *Sooner is best!*

**\***S.L. placement will be emailed during **Aug 17 - 22** if possible**.** *Check email daily so you can start hours as soon as possible!!*

If placed before or by **Saturday, Aug 22, 5:00pm**, you will need to start service during the week of **Aug 24 - 28** since the school will expect you.Starting as early as you can is recommended if you get placed early. Below is a gauge that shows amount of time each week by date that needs to be completed in order to stay on time. **Bold, underlined** dates indicate deadlines! Green items show when you need to report me in a text entry when you complete that amount of time. Neatly and consistently record ALL hours served on your Time Sheet that I provide in your course packet.

|  |  |  |
| --- | --- | --- |
| **BOX A – 18 CORE HOURS: Site-based Service Learning and/or Alternate S.L. Assignments** | | |
|  | **Aug 24 - 28 2 Hours, 30 minutes** | text entry |
|  | **Aug 31 – Sep 4 5 Hours** | text entry |
|  | **Sep 14 - 18 7 Hours, 30 minutes** |  |
|  | **Sep 21 – 25 10 Hours** | text entry |
|  | **Sep 28 – Oct 2 12 Hours, 30 minutes** |  |
|  | **Oct 5 -- 9 15 Hours** | text entry |
|  | **Oct 19 – 23 17 Hours, 30 minutes** |  |
|  | **Oct 26 – Nov 23 18 Hours** | text entry |
| **BOX B. Nov. 24th, is Cut-Off deadline for late site visits to finish school-based service**:  Email me a picture of the time sheet with all hours neatly readable and the cooperating teacher’s signature when done!!!! Include your cooperating teacher at the site on this email too please. I need the sheet signed and emailed to me before or by this day, **even if** only some but not all of your core hours are served at the school. Remaining hours can be completed by the below cut-off date but their completion will be marked *late.*  **Dec 5, by 9 a.m.** will be the cut-off due date for all core hours and in-kind hours.  **Note:** In addition to 18 core hours to be served (BOX A), students will earn 7 hours *in kind* of service (required) as seen on page 53 (once a student does them). Time for the core hours, meaning the actual DOING of service time either on-site (at a school) and/or in the DOING of the Alternate S.L. Assignments, will be counted towards fulfillment of the 18 hours shown in **BOX A**. | | |

**Service Learning** **Important Dates Checklist**

|  |  |  |
| --- | --- | --- |
|  | **DATES** | **EVENT DETAILS & DEADLINES** |
|  | **Aug 19** or earlier | ***Plan SL*:** Email Strom your day/time availability by **Wed. Aug 19, 5 p.m.** or earlier if possible once you know for sure your service learning day/time availability. |
|  | **Aug 16, 21, or 22** | ***Class Zoom Meeting***: See meeting date / time options on email sent to you when you enrolled. These are also on the Canvas Home page. |
|  | **Aug 17 - 22**  **Aug 24 - 28** | ***Placement at site to be emailed to you:*** School places based on availability day/time that student emails to Strom. I *cannot* facilitate placement without your availability day/ time info. We also must wait for schools to get back with me on your placement before I can let you know that placement information (site location and name of supervisor/teacher). *After emailing me your availability, check your email daily for notification from me about your placement (site & teacher.)*    ***Start service or alt. assignment:*** If placed before or by **Saturday, Aug 22, 5:00pm**, you must start service during the week of **Aug 24 – 28** since the school will expect you assuming you are placed in time for this.  Service will go for at least 2 hours and 30 minutes per week or until done with 18 core hours. You may serve more than 2.5 hours each weekas long as you plan this with your cooperating teacher at the site. If you chose to do the alternate assignment for service learning then you will need to be doing 2.5 hours each week until done with core 18 hours. |
|  | **Sep 7** | Labor Day Holiday: Off for S.L. Schools and Auburn University |
|  | **Sep 25** | Due date to complete at least **9**-**10** core hours at school and/or with Alt. S.L. Assignment. |
|  | **Sep 29** | Due date for 1st S.L. Journal / |
| **?** | **Oct 16** | Staff Development Day/ Parents Conf. Day (Staff day—no students so ask if you can serve.) |
|  | **Nov 11** | Veteran’s Day - Off for Schools |
|  | **Nov 23** | Due date to complete all **18** core hours at school and/or with Alt. S.L. Assignment. |
|  | **Nov 23** | Due date for 2nd S.L. Journal. |
|  | **Nov 24** | Last Auburn University class day!! Cut-off due date to do late service learning at school site. If more time is needed then the alternate assignment for service learning must be done to satisfy remaining core hours due (see below) |
|  | **Nov 25 - 27** | Thanksgiving Break for Auburn University and S.L. schools |
|  | **Dec 5**  **9:00 AM (CT)** | **Dec 5** before **9:00 a.m.** is the **cut-off deadline** for all late assignments to be submitted towards earned points for 2020 Fall term. Canvas assignments cut-off from access at9:00 a.m. on this date.  This same date and time will be the cut-off due date for any late S.L. Journals (school-based ones and the Alternate S.L. Assignments). |

**SAFETY AND CONFIDENTIALITY OF SERVICE LEARNING SITE INFORMATION**Exact information regarding each service learning site and each student’s placement information will be shared with each student in hard copy and in a file to be posted in each student’s Canvas gradebook. Since course syllabi are public documents, this information is not in the syllabus as it is intended for student-only and Auburn University admin-only access (when needed). This privacy is mandated for the safety, protection, and well-being of Auburn University students, the service learning sites, and this professor. This information (once each student receives it) is not to be shared with, shown to, or posted for view by anyone inside this class section to anyone outside this class section for any reason at any time before, during or after the end of this semester. Only AU admin, local police, and K-12 admin at the schools involved may request this information from this instructor (if needed) and must abide by all of the same above expectations. The above privacy ensures safety and academic integrity. Thanks for your cooperation in keeping this information private.

**SERVICE LEARNING ALTERNATE ASSIGNMENT- COVID-19 Contingency Plan**

In case service learning is not possible at the school sites due to student concerns over COVID-19 or in case school site access is cut short by schools, then all or remaining hours will need to be served with the Service Learning Alternate Assignment that I have ready. I will not allow other assignments to count in replacement for the Alternate Assignment for Service learning as it allows you to complete as many as 18 core hours or remaining hours (if need be) off-site from your computer. For your health and safety and that of the schools, this is why I do this in cooperation with the schools and our university.

**DEADLINES FOR SERVICE LEARNING REQUIREMENTS**

I will have two cut-off dates (deadlines) for service learning completion. One deadline will be for any on campus (at the school location) which will be the same date as is our last class day at Auburn University -- NOV 24, end of service day at the assigned school. Auburn University has declared the last campus day of classes for the Fall 2020 term to be on **Nov 24**for purposes of preventing COVID so the same logic applies to going to service learning sites. So, the same day as the last day of classes for Auburn University should and will be the same last day that students can serve on-site, at their assigned school. For my course, do *not* go to your assigned school site after Nov 24th please or if A.U. becomes remote-only instruction.

If a student still needs to complete some remaining service learning time after NOV 24 then they must do so by doing remaining time using the Alternate S.L. Assignment for service learning for their remaining hours that they must complete. The cut-off deadline for late S.L. Journals and for doing and reporting late core hours will be the morning time of **9am on Sat, Dec 5.**

**CREDITING SOME ASSIGNMENT TIME TOWARDS SERVICE LEARNING**

I will credit students for 2 hours and 30 minutes of service learning by attending my course orientation (during week 1 of A.U. classes). I also have 2 Service Learning Journal assignments that each require time to write. So, this would mean that once students do the items shown in the below table, they would be credited for seven hours *in kind (green)* of service learning related work that is off campus from the S.L. site but still very relevant. All in all, on-site ***and/or*** with the Alternate S.L. Assignment, each student would need to serve 18 core hours (shown in *yellow*). On top of those 18 core hours, a remaining seven hours *in-kind* they must serve will be completed when they submit certain assignments that are tagged with the amount of time they will be credited for time towards (that count towards service due to relevance) as shown in the below table. The rationale for this policy is that it credits assignment work that has strong relevance to skills and knowledge areas related to field experience and to the course objectives. All items below add to 25 hours which complete the course requirement.

|  |  |  |  |
| --- | --- | --- | --- |
| **TYPE OF HOURS** | **SERVICE LEARNING AT ASSIGNED SCHOOL SITE** | **ALTERNATE SERVICE LEARNING ASSIGNMENT** | **HOURS**  **TALLY** |
| ***In- Kind* Hours** | Attending service learning orientation at our meeting. | | **2** **Hours,**  **30 mins** |
| Watching Cases in MOD 5 and later respond to assignment | | **1 Hour,**  **30 min** |
| Writing two S.L. Journals  *1 hour, 30 mins is earned per each well done Journal assignment.* | | **3** **Hours** |
| **CORE**  **HOURS** | **18** **CORE** **hours DOING the S.L. at assigned school site** | **18 CORE hours DOING the Alternate S.L. Assignment Tasks**  **not at a school site** | **18**  **Hours** |
| **MIXTURE IF NEED BE:**  Some hours can first be done at the school if you choose while other hours later on can be done with the Alternate Assignment. *You may start with work at the school (if chosen) and if need be, transition to work on the Alternate Assignment. For placement purposes, that’s why a person would start with hours at the school if they planned to do any time at all there. On the next page please refer to the* **GAUGE for Core Hours serving at school site and/or spent DOING Alternate Assignment that shows hour by hour.** | |
| ***NOTE! TOTAL:***  *I will need Hours SLUPDATES (updates in hours in Canvas) and* ***25 Hours***  *time sheet kept and submitted for all CORE hours, plus TK20 completed.* | | | |

**GAUGE for Core Hours serving at school site and/or spent DOING Alternate Assignment:**

***If a student has:***

0 hours served at site then 18 hours must be spent DOING the alternate assignment.

1 hour served at site then 17 hours must be spent DOING the alternate assignment.

2 hours served at site then 16 hours must be spent DOING the alternate assignment.

3 hours served at site then 15 hours must be spent DOING the alternate assignment.

4 hours served at site then 14 hours must be spent DOING the alternate assignment.

5 hours served at site then 13 hours must be spent DOING the alternate assignment.

6 hours served at site then 12 hours must be spent DOING the alternate assignment.

7 hours served at site then 11 hours must be spent DOING the alternate assignment.

8 hours served at site then 10 hours must be spent DOING the alternate assignment.

9 hours served at site then 9 hours must be spent DOING the alternate assignment.

10 hours served at site then 8 hours must be spent DOING the alternate assignment.

11 hours served at site then 7 hours must be spent DOING the alternate assignment.

12 hours served at site then 6 hours must be spent DOING the alternate assignment.

13 hours served at site then 5 hours must be spent DOING the alternate assignment.

14 hours served at site then 4 hours must be spent DOING the alternate assignment.

15 hours served at site then 3 hours must be spent DOING the alternate assignment.

16 hours served at site then 2 hours must be spent DOING the alternate assignment.

17 hours served at site then 2 hours must be spent DOING the alternate assignment.

18 hours served at site then 0 hours must be spent DOING the alternate assignment.

**Your 25 required service learning hours explained - in a nutshell**

Two written **S.L. Journals** based on your on-site and/or off-site service learning are required. The time for writing these S.L. Journals, along with the time in attending the course orientation, along with some time doing a cases assignment will count towards what will be a total of seven hours of **service in-kind (ik)**. See pages 53-54 for explanation. The remaining **18 core hours** required for this course will be served with the actual DOING of that service time whether it be at a school, or by time spent on the Alternate S.L. Assignment Tasks, or a combination of on-site service and off-site work on the Alternate S.L Assignment Tasks.

**Journals related to service at site and/or Alt. Tasks for service learning:**

A student must complete two S.L. Journal Assignments regardless if they choose all on-site service at a school or all Alternate S.L. Assignment Tasks or a mixture of the two. Below shows a simple portrayal of the variations/combinations for how these S. L. Journals must be done according to some conditions. They will be due on the due dates for the MOD 6 and MOD 14.

**Variation I.** A student could do 2 Journals based on their on-site, school based service learning if all of their hours are spent working with the school. The hours spent DOING must be accounted for in the journals, the time sheet, and the SLUPDATE text entries.

**Variation II.** A student could do 2 Journals based on the Alternate S.L. assignment if all of their hours are spent doing the Alternate S.L. Assignment. The hours spent DOING must be accounted for in the journals, the time sheet, and the SLUPDATE text entries.

**Variation III.** A student could do one on-site, school-based Journal and one Alternate S.L. Journal as long as the hours spent DOING each are accounted for in the journals, the time sheet, and the SLUPDATE text entries. Some hours must have been spent working with the school and some hours must have been spent doing the Alt S.L. Assignment with this variation.

**Variation IV.**  A student could do at least one Journal that has addresses Journal questions from working at a school and then also addresses a few questions based on the Alternate S.L. Journal questions. The need however is the student must have spent hours DOING each of these and they must be accounted for in the journals, the time sheet, and the SLUPDATE text entries. Some hours must have been spent working with the school and some hours must have been spent doing the Alt S.L. Assignment with this variation.

The S.L. Journal assignments will be open for view, along with the SLUPDATES, on day 1 of classes. The assignment instructions for these S.L. Journal assignments will be up for view starting on Aug 15th so you can know exactly how you want to do these assignments with a far-in-advance notice to enable you plenty of time from the start of the course to do them and the DOING of the service time.

**ALTERNATE SERVICE LEARNING JOURNAL ASSIGNMENT TASKS**

**MAIN EXPECTATION:** Choose from below if you plan to do any amount of service learning time using the below Alternate S.L. Task Assignments as a base and plan to do at least one of the journals using the Alt S.L. Task Assignments. The links to the exact instructions to follow for S.L. Journals (for school service-based work and for the Alternate S.L. Tasks) are on the MODULES page in Canvas as well as will be linked as the last step in each module which serves as a weekly reminder to be DOING hours and preparing your written S.L. Journal for each upcoming due date. Additionally, MOD 1 will contain these same links to the instructions so you have an understanding from the course beginning about what is expected and will be due later on at the end of MOD 6 and 14. Furthermore, all S.L. Journal assignment instructions will be viewable from the first day of our class so that you can read about the assignment expectations far in advance of when they will be due. Whether you choose to do service learning at a school or do the time with the Alternate S.L. Tasks, or do a combination, the S. L. Journal Assignment instructions will be provided for all of these options from the start of the course.

**FOUR ALTERNATE S.L. TASKS to choose from with Journal Assignments:** Each of the below can be done once or twice as long as each time done, the focus of the materials explored are *different from those done previously - if done previously*.

*TASK A. Exploring Khan Academy lessons and assessments with sharing & critique discussions*

*TASK B. Exploring IRIS Modules with sharing & critique discussions*

*TASK C. Designing Parent-Child Reading Activities with Reenactments and Critique Discussions*

*TASK D. Exploring Edutopia videos and resources*

**COVID-19 Related Policies:**

Physical Distancing: Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Possibility of going fully remote--even with service learning! In the event that the University campus is forced to move to fully online (remote) 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 Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet. If we move to all online (remote instruction on campus) then it means you will no longer do service learning at your school – if placed at one. It will mean then that you must complete remaining S.L. core hours using the Alternate S.L. Task(s) of choice (and complete the Alternate SL Journal(s). The reason being is that the biology on AU campus is the same as nearby school campuses so the same pandemic lockdown would be the only responsible decision in the interest of the health of AU students and faculty, and in the interest of our local schools, the kids, teachers, admin, staff, and all parents of the children. *We are all biologically interdependent on each other more now than ever!*

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 (links to an external site)](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 (links to an external site)](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.

**SYLLABUS B:**

This clause, known as Syllabus B, goes into effect in case F2F classes at Auburn University are canceled due to COVID-19. For this course section (MKS) for this term, the only change in this syllabus will be that any and all service learning (either in full or in part) must be done with the Alternate S.L. Assignment only as explained in this syllabus. According to when/if the F2F courses would be canceled at Auburn University, this would mean that this Syllabus B dictates that no service learning work shall be done with the schools at their sites from that point onward until the end of the term. The purpose of closing off Auburn University campus should apply as well to AU student work at other sites (schools), where the potential for COVID exposure and transmission would still inescapably exist.

**Addendums List: (changes not shown in your hard copy) – Take note!!!**

Page 15 and 16 see peach highlights showing change in due date to Nov 23.

Page 16 see change in points for SLUPDATE at 18 Hours to 2 points and addition of Assignment (Time Sheet) worth 100 points (both being due on Nov 23).

Page 16 see top column label for points – the total points possible changed to 1716.

Page 18 see change in possible points noted in red with yellow highlight.

Pages 50 and 51 see peach highlights showing change in due date to Nov 23.

----------------------------END OF **PART II** OF SYLLABUS----------------------------